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The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

In this issue

THE IMPORTANCE OF SPECIALIZATION IN AGRICULTURE
LEON TODD

DECEMBER, 1945

VOLUME 6

NUMBER 2

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THIS number of SCHOOL AND COLLEGE PLACEMENT is the first under the editorship of Anne B. Jones (Mrs. Robert W. Jones), who succeeds Miss Peggy L. McGee, who, in September of this year, resigned to be married, taking with her the good wishes of all those with whom she had worked during the period of her editorship.

Mrs. Jones is a graduate of Temple University, where she majored in Journalism. While in college she took part in various extra-curricular activities, and was editor of the Temple News during her senior year.

Before appointment to her new post Mrs. Jones was employed by the Research and Development Branch of the Ordnance Department, United States Army, writing histories of tank and automotive development. Prior to this she was employed in the Advertising Department of the Westminster Press. She also held various part time positions while attending college, gaining in them valuable training for her present duties as the Association's Secretary-Editor.

GORDON A. HARDWICK.

THE IMPORTANCE OF SPECIALIZATION IN AGRICULTURE



LEON TODD, *Secretary, National Poultry Producer's Federation*

The growing importance of specialized training in various occupations is recognized by every one interested in the education and placement of youth. We therefore present this article illustrating the many and diverse opportunities for specialized work in this field.

Mr. Todd received his B.S. in Agriculture from Pennsylvania State College in 1925, and his M.S. degree from the University of Illinois in 1926. He did agricultural extension work in Michigan and Indiana for eight years, and for a time was an assistant Professor at Purdue University.

Mr. Todd who, during the war, has been the Washington representative for the five million poultry keepers of this country, is Managing Director of the Northeastern Poultry Producers Council and Chairman of the National Poultry Committee of the American Farm Bureau Federation. In addition to his work in these organizations, he owns and operates a large poultry farm.

AMERICAN agriculture is becoming more specialized in several parts of the country, and the economic forces at work will bring about even more specialization, especially if our national policy is in the direction of low prices for food. The farmer will have to produce more efficiently with the same amount of labor, land and machinery during the period just ahead when less food will be required than was demanded during the war.

In counter action to this, there will be a move to promote and protect the family-size (one man) farm, which certainly does have a place in American agriculture. Even this so-called "general farmer" will be somewhat of a specialist in two or three lines of production.

These trends are basic to what is expected of the boy who is graduated from an agricultural college, whether he becomes a farmer, a teacher, a research worker, or a salesman. He will have to be able to deal with a man who knows more about his subject (dairying, field crops, etc.) than ever before. The farmer is no longer a back number in the eyes of the world—he is rightfully looked upon now as a business man.

Back to the Farm

Because the first and foremost objective of the agricultural college is, or should be, to

train boys to be successful farmers, let us consider at this point the training of a boy who will seek his life's work on the farm. It might be his own farm if he can acquire one, it might be working for a farm operator, or it might be managing a farm. The college which gives encouragement to the boy who declares his intention to go back to the farm is making a real and tangible contribution to the agriculture of its state. We will never have too many farm leaders, and it is the responsibility of the state university or college to develop them.

Of course, there is the age-old question of the student not knowing definitely what he wants to do. The boy may enter college with the firm conviction that he wants to go back on the farm, but the glory of being at a college may cause him to change his thinking. He may want to be a college professor. Even if he does become a good teacher, there will be many times when life in the country will call. (At least I know a lot of professors whose ambition is to own and operate a farm of their own). Thus, the reason for the professor to always place owning one's own farm high on the list of work opportunities. You'll still have enough who are better suited for and who will pursue a so-called professional career in agriculture. As farming becomes

more skilled, the teacher and the research worker become more essential.

As we progress it becomes more important that the student have a thorough knowledge of the fundamental problems in his line. These involve a full knowledge of chemistry, botany, biology, etc. For example, the knowledge of animal nutrition is so much greater than when some of us were in college twenty years ago that it is difficult for us to keep up with all of it. The student must have the proper foundation because if he becomes a practical farmer, he then has a sound basis for solving his problems.

Assuming that the boy has the fundamental knowledge, he is now ready for his specialty courses. This is the second step in the de-

velopment of a successful farmer. The specialty work ties back to the basic courses. As we go forward in agriculture, these practical courses need to be broad enough, for example, for the dairyman to be thoroughly familiar with soils because of the importance of pasture in his business. There is no end to these related subjects.

The Practical Side

The boy's training is far from complete unless he has had the actual experience of working on the kind of farm which he wants to operate. This is less of a problem to the boy raised on a farm than for the student from the city.

Actual experience starts in the laboratory, but that is not practical farm experience. It



PRACTICAL EXPERIENCE IS NECESSARY TO RUN A FARM LIKE THIS ONE BELONGING TO A GRADUATE OF THE PURDUE SCHOOL OF AGRICULTURE

would be most appropriate if the agricultural student from the city could spend a full year working on a farm. He would then be sure whether he wanted to be a farmer—at least he would see more than the ideal he had been picturing in his mind about the joy of farm life. He would know what it takes to be a farmer.

Perhaps it would be well for the farm-reared boy to do the same thing, especially if he wants to specialize in a line of production not carried out on the home farm. It wouldn't do any harm for the boy from a general farm to spend at least a summer on a farm of his specialty. The graduate who had this experience either during his college career or immediately thereafter, goes to the farm with a greater confidence and has probably saved himself many costly mistakes in spite of excellent class room instruction.

The Art of Farming

The graduate who goes back to the farm with the belief that his scientific knowledge and his degree will make him successful may be due for a rude shock. While engaged in agricultural extension service for several years, it was possible to observe successful farmers. Some of them never went to high school, but they possessed one valuable instinct—they possessed the instinct of feeding farm animals to the peak of production, or the instinct for timely planting and crop cultivation.

When you combine the art of farming with a solid foundation in college, you have the man who carries off the state honors in production and in quality. Experience alone develops this instinct, and unfortunately, some never do acquire it. At least it seems important to impress upon the student that there is such a thing as the 'art of farming' regardless of his special interest. Furthermore, the instructor can often observe traits in his students which he can encourage and develop.

The Business Side

Because running a farm is becoming a more complicated business each year, should not the agricultural student have some training in business itself? He will have more use for accounting as the efficiency in production becomes more important. He usually gets some farm accounting in agricultural economics. Why not get actual and complete farm records for him to work on?

Business law might appear at first to be a bit far fetched for the farmer. It is not. The farmer is confronted with contracts both in buying and selling, with income tax, with government regulations of all sorts, with banking and money including the influence of inflation and deflation, and with any number of legal entanglements in his deeds and his will.

Included in the business side of agriculture is a thorough knowledge of agricultural economics. These courses are becoming more important to the agricultural student with each passing year. Throughout the farmer's life, he will have to express himself intelligently on farm policies which affect peoples around the world. In his own business, he will constantly be confronted with economic problems. A sound foundation in agricultural economics will help him to solve those problems.

Then there is the tremendous problem of distribution and marketing which unquestionably is still unsolved. Yes, the individual farmer can do something about it in the marketing of his own products and in providing leadership in a farmer-owned and controlled cooperative. With our young people looking for changes, there never was a time in the history of our nation when it was more important for our students to have an honest, unbiased picture of the place for cooperatives. They have a place. So does private business.

Adequate instruction in marketing and distribution will enable the graduate to find the

best market and to understand from the beginning that top quality products are all-important in his individual operations. As one of the large retailers of the country told a small group of farmers recently, "There is no such thing as a 'premium' for any of your products. If the quality of your product is good, we'll pay you for that quality."

Know How to Live

Perhaps the fundamental reason for a college education is to learn how to live and enjoy a more useful life. The farmer usually isn't in business because he thinks it will make him a millionaire. He enjoys it—he loves to produce the products of his acres.

Basically, the boy who is going back to the

farm usually has the faculty of living happily. He should receive from his college training the inspiration to be a useful citizen in his community. Some of the graduates will expand this influence to their county and on to their state organizations. That too, is a good reason to encourage the 'back to the farm' ambition.

What About a Position?

Emphasis has been placed on educating the men who tomorrow will be our leading farmers because that is basic to all other agricultural endeavor. The best opportunity for the graduate who cannot finance his own farm but who wants the actual doing of farm work is to work on a successful farm or possibly



STUDENTS IN A CLASS IN AGRONOMY LEARN THE SCIENTIFIC SIDE OF FARMING

engage in commercial work until he can purchase a farm.

The same training can be applied to this boy as to the boy who goes to his own farm. He must, however, be willing to work for and with other people. Once again he must not depend entirely upon his scientific knowledge; and he won't last long if he tries to demonstrate that he knows more than his boss. This is true in all types of business.

When the employer looks for a man, he looks for the very things that have been discussed for the student who wants to operate his own farm. After talking with many employers, it is obvious that they will go first to the agricultural college which gives the student the necessary basic training, and as many employers have so often said, "he must know his stuff."

When it comes to research work, special talents and interests are required. Good teachers soon discover the students who should do advanced study leading to research work. Certainly, the fundamental training is important in this case, but might it not be well for the student expecting to go into research to get some practical experience away from the university or college farms? To those of us engaged in business and in farming, it would seem that this practical experience would 'mellow' the thinking of the experimenter.

Agricultural people hope that the prospective research worker will not be crammed full of theory with no actual experience to make him of the greatest value in his field. Let's not unconsciously train him to do nothing but condemn. Actually his job is to create. Why not give him the opportunity to get out on a farm to see the problems firsthand, rather than to keep him confined to his studies.

When the other agricultural colleges or private research agencies want to hire a research worker, the man with the proper basic training, and with a practical attitude toward

his industry certainly has the advantages. It has happened so many times and will continue to be just that way.

Undoubtedly the training of a teacher is the same as for the research man, whether he is to be a county agricultural agent, vocational agriculture instructor, a college teacher, an extension specialist, or a field service man. Each of these pursuits deal with the farmer. Since the farmer is better informed, the teacher, regardless of his avenue of approach, must be able to keep up with the man on the soil.


The Employer's Attitude

The employer will always look for the same basic characteristics: a pleasing personality—but not a flashy one to approach farmers, and an upright character. Again the prospective employee "must know his stuff," meaning a sound fundamental training. Actual experience will count heavily after the employer is satisfied with the prospect's other qualifications.

If the boy wants to go into sales work, would it not be wise to encourage him to study psychology and salesmanship? The employer will appreciate this added interest in selling and also in business law. Most employers want their men to make progress and many ambitious young men will soon become junior executives. The business training will help them to receive those advancements.

It seems, therefore, that our agricultural colleges have a responsibility to the future progress of the world through their opportunity to educate more and more farmers. If that task is performed to meet present day conditions in agriculture, we will have a well-educated man. It appears also that the policies to be followed in educating a boy who plans to go back to the farm will apply equally well to the graduate who wants to engage in teaching or research, or in the vast field of allied industries.

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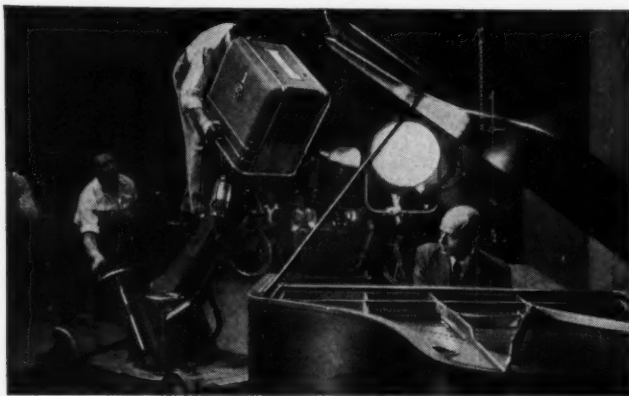
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The Christian Science Monitor
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THE NEED FOR A LEGISLATIVE PROGRAM FOR YOUTH

MR. ROBERT C. TABER, *Director*

Division of Pupil Personnel and Counseling, Philadelphia Board of Education

While everyone is vitally interested in the problems of the returning veterans, the equally important problem of unemployment among boys and girls in their teens has been comparatively neglected. We feel that the problems which these young people will face in a world where veterans and heads of families will be given first priority for jobs, and where lack of education will be a handicap in the stiffer competition that will have to be faced, are of the utmost importance. Therefore, we submit this suggested program by a member of our Executive Board as a partial solution to these questions.

Mr. Taber was formerly Chief Probation Officer of the Municipal Court of Philadelphia. In addition to his present work with the Board of Education, he is a lecturer at the Pennsylvania School of Social Work, and Chairman of the Organization and Planning Committee of the American Association of Social Workers.

THE signs of trouble ahead for youth are unmistakably clear. Only a broad legislative program will prevent a post-war upheaval of boys and girls which might well overshadow the wartime rise in juvenile delinquency.

It isn't a case of guessing or being a "calamity howler." From past experience, we know that the incidence of unemployment among minors in 1939 was nearly three times that of adult workers. With the prospect of from six to eight million being jobless this coming winter this disproportionate share of unemployment among youth will now be accentuated by three factors:

1. Priority for jobs during the reconversion period is being given to veterans, to more mature and experienced workers, and to heads of families.
2. The usual educational and age requirements temporarily suspended during the critical manpower shortage are already being resumed.
3. The million and a half youths who dropped out of school for employment during the war years will be handicapped in the stiff competition for jobs.

We have been quick to foresee the hurdles which will confront the returning veteran. The Selective Service Act guarantees the veteran the job held at the time of induction. The G. I. Bill provides broad educational opportunities and financial loans to aid in his

adjustment. But what about teen-agers, the course of whose lives has been changed by the war? No such comprehensive and constructive plan has been proposed to assist them in the transition from a war to a peacetime economy.

A Flexible School Program

Management and labor, motivated in large measure by the desire to reduce the excess labor supply, have joined hands in urging youth to return to school. The plan is logical but not so easily carried on. In the first place, boys and girls who have been living in an adult world for several months or perhaps years are not interested in returning to the "usual" school program with younger pupils. They desire either vocational retraining or an academic program geared to their specific needs. Most schools could readily mobilize their resources to provide such a flexible program but their budgets are already heavily pressed with the responsibility for in-school youth. Special retraining and individual adaptation is costly.

In the second place, many youths will not be able to resume their studies without financial assistance. Under the present interpretation of the law, those eligible for unemployment compensation cannot draw their benefits if they return to school as they would no longer be considered "available for work," a prerequisite for eligibility under most state laws. It would be utter folly to expect youths

in large numbers to forego unemployment benefits to return to school.

Thirdly, a great many youths have entered occupations for which they are not suited, or occupations in which job opportunities will greatly decline in a peacetime economy. They will find themselves at a "dead-end" unless individual counseling, vocational guidance and testing facilities are available to guide them in selecting a suitable vocation or trade. With the discontinuance of Federal funds for war production training, these testing and guidance activities which were a part of the program have, in many instances, also been discontinued.

Provision of a worthwhile educational program which would enlist and sustain the interest of out-of-school youth is but a part of the challenge.

Junior Placement Service Needed

The matter of a job placement service will also assume larger proportions as a result of the war. The United States Employment Service or the state services, whichever may result from the current legislation will be heavily pressed by war workers and veterans in search of jobs in a peacetime economy, and by applicants for unemployment compensation. They are not likely to have the staff time to provide individual counseling to minors who need special help in the transition from school to job when so many boys and girls shift from one job to another, and all too frequently founder in confusion. Any program organized for youth should make special provision for a junior placement service, possibly a joint project of the schools and the United States Employment Service.

In addition to the boys and girls who dropped out of school, there are another five million who have worked part-time after school and during vacations. They, too, have experienced a psychological as well as a financial independence and will be seeking

other outlets when part-time jobs are sharply curtailed. In most communities, there has been a paucity of recreational opportunities for youth. The outcropping of teen-age canteens over the entire country has met with a vigorous response. If these programs were needed during the war, the need will be even greater in the future when so many boys and girls will be at loose ends. An extensive leisure time program would serve as a stabilizing factor for in- and out-of-school youth.

Residential Work Centers for Youth

Another acute problem will arise if the compulsory school age is raised to eighteen years. Rumblings in this direction are already being heard. One of the school's most vulnerable points has been its failure to round out the educational experience of the child who is not academically minded and who, in former years, was an early school leaver. The mere extension of the compulsory school age does not mean that the child's education has thus been extended. On the contrary, compulsory attendance frequently leads to difficulty because traditional courses so seldom meet the needs of such pupils. Only part of the blame can be laid at the door-step of the schools because the flexible and activity-centered program required for these pupils is costly. Furthermore, these youths are impatient to engage in activities beyond the confines of the school and which simulate working conditions. During the 30's the CCC Camps and the N.Y.A. hostels partially filled this need. If full employment is not achieved in the immediate future, residential work centers with further emphasis on training should become an integrated part of our educational and welfare programs.

The war has altered the course of the lives of millions of civilian youth, and its aftermath will color the lives of millions more. It is too much to hope that we can turn back the clock and expect boys and girls to resume

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their former patterns. Many of them have been catapulted into adulthood and will now experience pressure to postpone the privileges as well as the responsibilities of adult living. Such a turning of the tables is bound to meet with resistance accompanied by confusion and turmoil.

A broad and constructive program for youth is urgently needed to take up the slack. Among the more important aspects of such a legislative program for which Federal funds will be required are:

1. Opportunities for vocational retraining.
2. Scholarship aid.
3. Expansion of School Counseling Services and Testing Facilities.
4. Establishment of a specialized job placement service for minors.
5. A remunerative work-training program

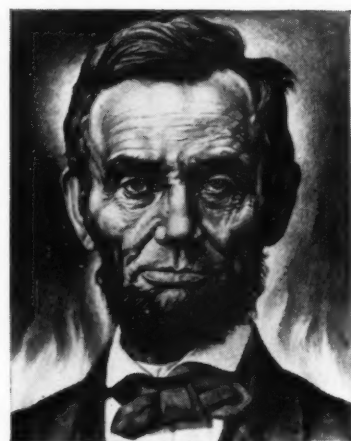
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7. Work-training Residential Centers.

As educators, we know the signs of trouble ahead. We also know the hue and cry which will be raised by the press and the public if maladjustment and delinquency become rampant. The problem cuts across education and social work in such a way that our responsibilities are inextricably intertwined. In the face of increasing pressure to reduce Federal expenditures, it becomes our joint responsibility to interpret the needs of youth, to formulate a sound program, and to press for adequate legislation and funds. Failing in this, millions of boys and girls will needlessly be added to the already formidable list of war casualties.

—Reprinted from *The Compass*, November, 1945.

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DR. HOWARD Y. MCCLUSKY

*Professor of Educational Psychology and Assistant to the Vice-President,
University of Michigan*

Dr. McClusky received his A.B. degree from Park College, Parkville, Missouri, and his Ph.D. in educational psychology from the University of Chicago. He also has received the honorary degree of LL.D. from both Park College and Parsons College.

In 1940-1942 Dr. McClusky was on leave from the University of Michigan to serve as Associate Director, American Youth Commission of the American Council on Education; and in 1942 he was Chief of National Organizations Section, Office of Civilian Defense. He is a frequent contributor to professional journals on problems of youth, adult education, and community organization.

WAR or no war, youth keep on growing. Year by year they move up the chronological ladder into whatever status society has to offer them. An unending stream—they are the link of the present with the future.

For almost four years we have been absorbed with the job of war. Young people, especially the male half of the tribe, have been swallowed up by the Armed Services—and adults have been pinned down by war production and other home-front duties. But now that the war is over we can try the wings of prophecy and take a fly at the future. Already attempts at post-war forecasts are legion; this is inevitable and proper, especially if we do not mistake speculation for certainty. We project plans about the returning veteran, and we should; and we try to anticipate the occupational fate of displaced war workers, and we should. But there is another group which, in the welter of speculation, we are likely to overlook, namely the youth, too young for the Armed Services, the "'tween age," who will come onto the labor market at a time of terrific competition.

For several reasons we know that the competition will be keen. In the first place, we should remind ourselves of the trend, under-way for many years, which has made gainful employment for young people between the ages of 16 and 25 increasingly difficult. Those

persons familiar with developments in the fields of child labor legislation, workmen's compensation, and employment practices will confirm this point. In fact, one of the outstanding features of the occupational market before the fall of France in 1940, a feature of which we can never be too often reminded, was that young people between the ages of 16 and 25 were carrying a disproportionate share of the unemployment prevalent in the country. In order to refresh our memory, let us review some data from the 1937 Census of Unemployment. According to this inventory, one third of the unemployed workers in the United States were young people between 15 and 24 years of age, inclusive. The following tabulation tells the story (1).

As the following table indicates, 41 per cent of the available workers between the ages of 15 and 19 were either totally unemployed or engaged in emergency work. In other words, unemployment took a toll greater by more than two and a half times in the age range 15 to 19 than in the age range 25 to 55.

Unemployment. Will Strike Teens

No one can accurately predict the extent of unemployment in the period following World War II, but whatever it is, it will undoubtedly strike the middle and late teens more heavily than any other age segment of the total population (4).

TABLE I

Available Workers Who Were Totally Unemployed or Engaged in Emergency Work November 30, 1937, by Age

Age	Estimated Per Cent	Estimated Number
15-19	41	1,934,000
20-24	24	1,989,000
...
15-24	30	3,923,000
25-34	16	2,225,000
35-44	16	1,839,000
45-54	17	1,576,000
55-64	20	1,029,000
65-74	19	349,000
...
All Ages	20	10,983,000 ¹

¹Includes 42,000 for whom age was not reported.

In the second place, "tween age" youth will face serious competition in the labor market because veterans have first claim on whatever jobs there are. They will return in huge numbers and stir the conscience of the nation. They will be thoroughly organized and if the history of veterans' organizations following other wars of the United States is any guide, they will exert political power in legislative halls beyond that wielded by any other pressure group. Already they have access to special subsidies for business, farming, education, and rehabilitation. No one will quarrel with these priorities. They are freely given by a grateful people. But the "tween age" will not be politically organized (they never have been), and they will have no subsidy. The NYA and the CCC no longer exist.

Competition for the novice in the occupational field will come from a third source. We refer to the displaced older workers of both sexes and the women workers of all ages who will probably not want to retire from the

labor market in the numbers with which they entered it during the course of the war. Again, prediction in such matters is difficult, and an estimate of the numbers involved impossible to foretell with any degree of precision. But again if trends following World War I are any criterion, the recession of the tide of war workers will leave a number of employables in excess of that existing before 1940. Whatever their dimensions, these groups will have an advantage over the newcomers to the labor market. They will have work experience, occupational skills, seniority, and in large numbers the protection of the labor unions. At the same time, the "tween age" will have limited or no work experience, limited or no occupational skills, little or no seniority, and few or no memberships in a protective union.

It is easy to grow sentimental about the plight of young people in the face of the situation outlined above, but the ungilded facts point to hard and sober times for young people entering the labor market following the war.

Some observers looking for a bright spot in this somber outlook predict that compulsory military training will relieve the pressure of youth on society. But this writer finds little relief in such a prospect. In the first place, we are not yet certain that the kind of preparedness required by a machine age will involve the training of large numbers of youth, and if it should, it will probably not include one half of the group, namely girls, and it will postpone but not solve the problem for the boys.

The Counselor's Task

What then is the upshot of this argument for the counselor of the "tween age" youth? Obviously his job will be baffling and tough, but he must attack it vigorously and with confidence. He must face realistically the highly competitive character of the labor market, but in working with young people he

should sedulously avoid any hint that he regards them as members of a "lost generation." They are not "lost." Anyone acquainted with the temper of youth knows that because most of their life is ahead and because they are becoming sharply aware of their growing powers, youth are incurably hopeful about the future. The studies of the American Youth Commission confirm this fact for the pre-war period. Investigations by Boodish and Milligan find much optimism in the attitudes of wartime youth toward post-war jobs (3, 7).

But the counselor must help young people face frankly the transformation which the end of the war brings in their status. The counselor will need to remember that the male half of the generation which struggled through the depression of the nineteen thirties is now in the Armed Services and that the group of "tween age" youth who have become employable since 1940 have never known the sting

of unemployment. On the contrary, the post-1940 group have been in great demand for part-time work during school and full-time work during vacation periods. In fact, the demands for their services have been so insistent and the pay so generous that they have in large numbers dropped out of school in advance of graduation. It will be difficult to persuade young people accustomed to high wages for low skilled service that their days of easy employment are numbered. But they should be warned emphatically not to count on their continuation. Counselors will employ various methods to drive this point home. In doing so, however, they may find support in the histories of young people tossed around by unemployment in the years before the war. In the face of an almost certain reversal of status, young people should also be advised to store away their earnings in these days of relative affluence in anticipation of the in-

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evitable expense which the pursuit of an adequate educational program would entail. Every dollar saved now will mean more schooling later on. And to repeat a point already made—only the veterans will receive financial aid for education. The oncoming crop of youth will have to pay their own educational way.

Stress Education

The experience of the war, however, should provide the counselor with some effective material in advising young people about the importance of education. He can point to the weight attached to formal education by leaders of the Armed Services. For example, Ford (5) in 1943 reports a survey indicating that all but 6.5 per cent of a sample of 20,000 officer candidates in the Army had successfully completed twelve or more grades of education. And Havighurst and Russell (6) discovered after a substantial investigation that the "amount of schooling is a good predictor of rank in the Armed Services. In particular, high school graduation is almost essential for promotion to the level of commissioned officer. . . . Educational background appears to be one of the principal factors, if not the primary factor in promotion in the Armed Services"

Instruction in Military Training

The counselor can also cite the even greater role played by systematic instruction as a part of regular military training. He can, in addition, refer to the extensive programs for training within industry as a significant contribution to the production of war materials. But most important of all, he should emphasize the changes which the exigencies of combat will produce in the occupational pattern after the war. It can be safely predicted that these changes will not only create new kinds of work but will place a new and added accent on training for the many vocations in which people make a living.

There are many angles to the last point. Young people who have come to the occupational scene since 1940 have not only known a wage scale which for them is not likely to continue, but they have also become vocationally wise in a period when the occupational pattern has been severely distorted. For example, the war has, for obvious reasons, given great prominence to nursing but will there be as great a demand for nurses in peace as there is in war, and if there is, will not the increased supply of nurses created by the war take care of any possible increase of nursing services in the years to come? If the implication of these questions is plausible, the counselor should resist any tendency to continue an indiscriminate campaign on behalf of nursing. The same argument applies to certain kinds of factory work which war production opened up for the first time in the occupational history of women. The reverse of this argument will have an important bearing on teaching and social welfare.

In many respects the war has given a serious setback to the profession of teaching. In many quarters the low estate of teaching has been an unmitigated scandal. The same is true of the welfare, recreational, and youth services. Again, the counselor must guard against the pull of the war away from the essential work of peace. He must be prepared to aid young people in restoring balanced attitudes toward civilian jobs. The same analysis applies to the fields of civilian aviation, communication, distribution, and a multitude of other areas, the elaboration of which is outside the province of this discussion.

The counselor must also redouble his efforts to keep abreast of the swift developments in new jobs and new training which the phenomenal technological progress of the war effort has created. Will the new ways of doing old work, and the new ways required by new work make new demands on the training programs of high schools and other institutions? Or

will they call for a renewed emphasis on sound general education with on-the-job training for specific operations? Will these new ways of working have room for new-comers to the labor market with little or no relevant work experience?

Know the Local Labor Market

The answer to these and related questions will compel the progressive counselor to acquire an intimate and continuing knowledge of the local labor market. The war has profoundly disturbed practically every local labor market in the country. There are few factories in few communities which have not felt the impact of wartime conversion. In many cases this has meant the manufacture of a new product and in most cases has drained off workers from existing pre-war jobs creating an entirely new occupational distribution in the community. Readjustments are certain to occur in practically every local labor market in the country, and while the pre-war pattern may be a tentative guide to the post-war picture, no counselor worth his salt will dare trust the 1940 vintage of his occupational knowledge. His assurance can come only from a fresh, realistic, and ongoing inventory of the local labor market as it is and as it promises to be. National trends may serve as cues, but will not suffice. For in every case of wartime impact, modifications have occurred in particular installations, in par-

ticular communities—and young people are interested in specific jobs and not jobs in general.

From many fronts comes impressive evidence of the growing importance of occupational counseling. Just now, concern for the veteran is uppermost. Next comes the war worker who must retool his skills for new operations. The writer hopes that this discussion has served to klieg-light the blind spot of present agitation for post-war counseling, namely, the needs of the oncoming generation of youth.

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—Reprinted from *Occupations*, October, 1945.



CIVIL SERVICE POSITIONS

THE U. S. Civil Service Commission recently ruled that a college education is no longer required to obtain a Federal position as vocational counselor in the junior professional level.

Government positions for trained workers are open in veterans' hospitals. The jobs include recreational aide, physical director in charge of therapeutic exercises and games, teacher and vocational counselor, teacher of business subjects—typing, bookkeeping and shorthand.



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DR. RUSSELL H. CONWELL

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DR. HALFORD L. HOSKINS, *Director*

School of Advanced International Studies, Washington, D. C.

Dr. Hoskins was Dickson Professor of History at Tufts College from 1920 to 1944; Organizer, Dean and Professor of Diplomatic History of the Fletcher School of Law and Diplomacy from 1933 to 1944; and Consultant for the State Department's Division of Territorial Studies from 1942 to 1944. He has studied and traveled abroad extensively, and is the author of "The New Orient," "British Routes to India," "European Imperialism in Africa," and articles in American and foreign journals.

In addition to Dr. Hoskins, the group of prominent men who founded the School includes: Christian A. Herter, President of the Board of Trustees, and the following members of the Board: Warren R. Austin, Robert Woods Bliss, Frances P. Bolton, William A. M. Burden, Edward B. Burling, Curtis E. Calder, James S. Carson, William L. Clayton, John Cowles, Lewis W. Douglas, William Y. Elliott, Thomas K. Finletter, J. William Fulbright, Joseph C. Grew, George L. Harrison, Coleman Jennings, Henry R. Luce, Paul B. McKee, Paul H. Nitze, Arthur W. Page, William Phillips, Foster Stearns, Lewis L. Strauss, Myron C. Taylor, Wayne C. Taylor, Robert J. Watt, Charles E. Wilson and Hugh R. Wilson.



THE School of Advanced International Studies is an outgrowth of the critical need in this country for men and women fully capable of handling complex and vitally important problems of an international nature in public life and in private trade and industry. It has been increasingly apparent for a number of years that the number of those adequately trained in the fields relevant to international affairs and capable of dealing effectively with the complex problems arising in the course of international operations has been seriously short of the need. Since the opening of World War II the lack of men and women qualified to cope with the issues arising from international relations is little short of critical. Since the welfare and relative position of the United States in the contemporary world depend to a considerable extent on an improvement in this situation, it has become essential to make provision for more effective training.

This realization led a group of prominent business men, government officials and educators in 1943 to set up a corporation known as the Foreign Service Educational Foundation. This group proposed by developing a comprehensive program of studies on an advanced level and with highly individualized

forms of instruction to add in various ways to existing facilities for the basic training of men and women who would expect to pursue careers in private commercial, financial or industrial work at home or abroad, in the public Foreign Service or other government work concerned with international operations, or in journalism, research or teaching. For the carrying out of this program, the School of Advanced International Studies and a closely affiliated Institute for Overseas Service were created, these being supported by funds subscribed on a five-year basis by some forty large business corporations interested in improving the quality of our relations with other states abroad. It was calculated that the School would require during the earlier years approximately \$200,000 per year for the carrying out of its program.

The School of Advanced International Studies is set up as a graduate institution. Since the entire educational scheme is predicated on the belief that personnel needs in the field of international affairs can be met only through the training of men and women of unusual intelligence and strength of character, and that the educational scheme to be most effective must apply to a relatively small group of students, admission to the School calls not

only for high academic averages in undergraduate study, but also for a substantial background of study in the social sciences and in modern foreign languages.

Institute for Overseas Service

Although separately conducted by the Foreign Service Educational Foundation, the Institute for Overseas Service shares in the program and activities of the School of Advanced International Studies. The Institute provides an opportunity for a limited number of staff members of the business and commercial concerns associated with the work of the Foreign Service Educational Foundation to participate in the program of studies maintained by the School. Each participating business concern is entitled to nominate one or more of its own staff members for attendance at the Institute each year. Those admitted under this arrangement often are not concerned with the technical aspects of graduate work but otherwise participate fully in the educational program. The practical experience of these fellows-in-training and the academic knowledge of the graduate students with whom they come in contact complement each other to mutual advantage.

There is no prescribed course of study for any student or trainee. The subjects taken in any instance are determined by the student's previous studies, his particular aptitudes, his background of practical experience, his vocational aims, and the length of time he is prepared to devote to advanced study. Since no two individual problems are identical, careful thought and personal guidance is given to each student both at the time of registration and throughout his period of study. Upon this feature of the educational program rests much of its effectiveness in producing trained men and women for specific types of responsible tasks.

For members of the Institute, as for students in the School, a group of experts long

experienced in foreign business or government activities abroad have been enlisted to give counsel in the shaping of vocational plans to aid both students and training fellows in keeping abreast of economic trends and political circumstances relating to American enterprise overseas.

The courses of study and other educational features making up the School's program constitute vocational training in the broadest sense of the term. Considerable weight is given to a thorough grounding in the fundamentals of international relations and on an appreciation of American interests relative to the international environment. The courses offered are closely related to current world conditions and operational problems and cover a wide field; diplomacy and international relations, international economic relations, foreign business and trade, geographical and special area studies, and foreign language studies.

Although obviously of an extra-curricular nature, a considerable amount of emphasis is placed on foreign languages, these being presented by methods developed in the specialized language programs of the Army and Navy. Language study groups are formed whenever four or more are prepared to take up such study. During the year 1945-46, concurrent study groups deal with French, Spanish, German, Portuguese, Russian and Arabic.

Supplementing regular course instruction are special seminars and lectures in which experts in many fields participate. The informal discussions developed by this method emphasize practical aspects of current international problems and bring members of the student group in touch with the sources of policy-making on important international issues.

Intern Work Arranged

For students and fellows-in-training whose studies are well advanced and whose voca-

tional preparation would be furthered by a period of practical experience in governmental or in business offices, arrangements are made for in-service or intern assignments in government offices, on the one hand, or in business or industry, on the other. The character of these assignments depends upon individual needs and upon the requirements of the office to which the trainee is assigned.

The graduate degrees of Master of Arts and Doctor of Philosophy can be attained. Academic degrees, of course, are incidental to the program and are in no sense an end in themselves. However, for men and women aiming at careers in the teaching profession or in research they are ordinarily useful, if not essential. For the majority of those concerned with active service in one branch or another of international affairs they may be of no great concern. Work for advanced degrees, of course, will be pursued under the general oversight and guidance of a member or members of the faculty.

Beginning with the summer of 1946, summer sessions of eight weeks will be held each season at Peterborough, New Hampshire. This not only will enable students of the School of Advanced International Studies to continue uninterruptedly with their studies but also will enable staff members of the business firms with which the School is associated and those

in teaching and other occupations, who can not ordinarily devote longer period to study in Washington, to gain an insight into certain types of problems in the foreign field as will prove advantageous to them in their regular work. It is expected that the principal feature of the session will be a coordinated group of language-area courses, emphasizing, during the first season, international situations arising in Russia and contiguous areas in Europe, Asia and the Near East. Problems and opportunities of a politico-economic nature will be particularly stressed. The Summer Session will have the benefit of an ideal natural environment and of the best in the way of residence and educational facilities.

The School of Advanced International Studies thus is intended to satisfy in part an urgent, practical need. The vast array of delicate problems which will necessarily have to be contended with by the American people will determine the place of the United States among the nations and will affect the life of every individual. By using the highest standards in selecting students, by providing an outstanding faculty of experts, and by employing individualized methods of instruction, the School aims to increase the number of qualified experts and leaders in international affairs and thus to contribute significantly to sound solutions of international problems.



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APPPOINTMENT of veteran advisers at Johns-Manville mines, plants and offices to assure individual and personal attention to all returning veterans is part of a broad program now being planned and set up by the company. An important phase of the plan involves determining whether the veteran has acquired additional training, skill and experience qualifying him for a better job than he formerly held, or whether he wishes to return to his old job.

To assist in uniform administration of the plan at the company's more than 70 offices, plants and mines, a comprehensive manual has been compiled for veteran advisers and other persons concerned with employment, containing statements of basic and detailed policies, plans and procedures. Included in the manual are the laws pertaining to veteran re-employment, data on government and Johns-Manville benefits, and other helpful material to guide the Johns-Manville organization in carrying out the announced company policies toward veterans.

—American Business, 4/45.

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In January 1944 the University of Pennsylvania established a new Division known as the University of Pennsylvania Personnel Index. The functions of the Index are to assist those alumni who return from the armed forces in making the necessary readjustments to civilian life, to aid alumni whose careers have been dislocated because of the demands of the war effort, and to establish a permanent record of occupational and other information about each alumnus and alumna which will be of value to the alumni body, to the University, to employers and to the community.

The University Placement Service is not only cooperating in this vast undertaking, but the fact that the Placement Service and the Personnel Index are working together as a fully coordinated unit, means that both Divisions have found their facilities greatly broadened and strengthened thereby.

For detailed information on the courses of study offered by the University, please address the Secretary,
University of Pennsylvania, 3446 Walnut Street, Philadelphia, Pa.

A CAREER IN THE PROFESSION OF ARCHITECTURE: 1946

J. ROY CARROLL, JR.

Mr. Carroll is a member of the firm of Carroll & Grisdale, Architects, of Philadelphia. He was graduated from the University of Pennsylvania in 1926, and received his Masters Degree in 1928. Mr. Carroll was a finalist in the Competition for the Fellowship of the American Academy at Rome in 1931 and in the John Stewardson Memorial Scholarship Competition of 1929. He held the Henry Gillette Woodman Fellowship and studied Industrial Architecture.

His Airports Competition drawings (with Donald Barthelme, of Texas) were published both in this country and in the "Neuzeitlicher Verkehrsbau" in Germany in 1932. With Harry Sternfeld he won the Appomattox Monument Competition to design a national memorial to mark the end of the war between the states, and later with Design Group II placed 2nd in the competition of the Philadelphia Housing Authority. His own practice includes the design of schools, churches, residences, and he designed the Radar Laboratory for the Bureau of Yards and Docks of the Navy Department, and the Aluminum Forge Building for the Naval Aircraft Factory in Philadelphia, also for the Navy. Mr. Carroll was one of the Architects who designed the \$4,500,000 Tasker Housing Project and the Tacony War Housing Project, both in Philadelphia.

Mr. Carroll has been active in his profession and is now President of the Pennsylvania Society of Architects, the state chapter of the American Institute of Architects. He has also been active in the alumni affairs of his alma mater, and was recently elected President of the General Alumni Society of the University of Pennsylvania. He has served on that Board for six years.

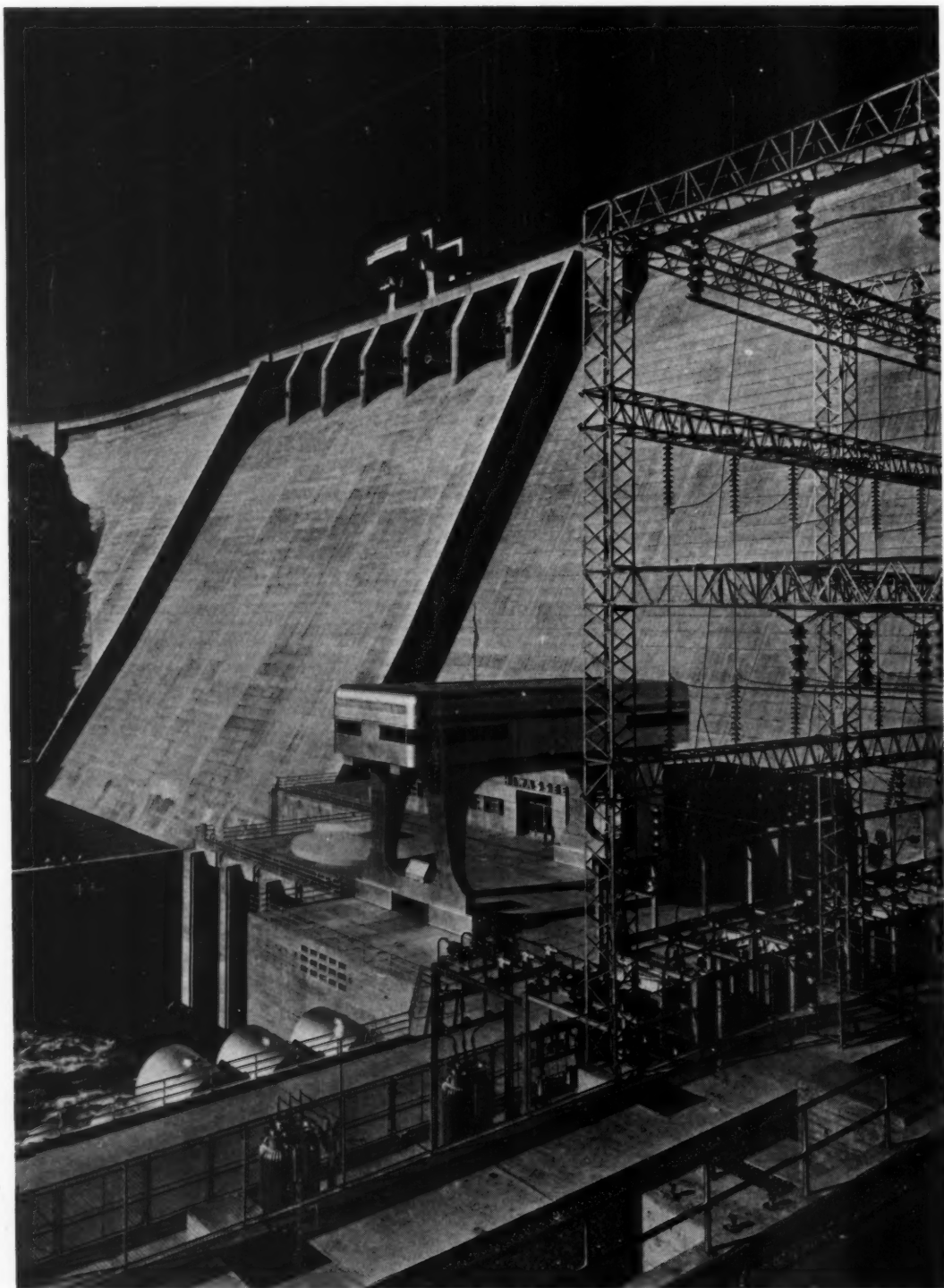


MAN has been called a constructing animal. Certainly the statement is true that buildings are the most tangible documents we have of human progress. They portray vivid cross sections of the age that brought them into being. They tell, often better than their literature, the occupations and the preoccupations of a people, their independence or their imitativeness, the extent of their creative ability, their beliefs and their character. Certainly then, the opportunities for a career in Architecture, the profession of the building industry, in any age depends upon the very nature of the society whose life and culture it reflects.

We have been told that these opportunities at present are unparalleled in any previous period. The statisticians who critically analyze and predict trends in all the industries, including that of building construction, would have us believe that a number of existing economic conditions will be responsible for an unprecedented volume of building in this post-war decade. I am sure that such is

the case, and these conditions will account for at least a portion of the opportunities which will come to the Architect in the next few years.

For about five years there has been almost no civilian construction, the restrictions which had been imposed by our government during the war and the period of national emergency having been removed as recently as October fifteenth. It should also be noted that the backlog of most types of buildings planned for construction was increased during the depression decade which preceded the war. The great expenditures of federal government moneys for all kinds of public buildings plus the federal subsidies to many municipal and state building programs during those years gave the building industry a substantial aid to its volume. The amount of residential building is expected to average three times the period of 1930-1940, and non-residential construction to increase some seventy percent over the same period. The total volume for ten years after the war may



THE RESULT OF THE COMBINED EFFORT OF THE ARCHITECT AND THE ENGINEER

well be double the ten year period indicated. Many surveys of the residential field indicate the construction of a million houses per year, and the additional market created by the pent up need for repair, remodeling and modernizing of existing structures is a tremendous addition to this.

There will be abundant funds for the financing of this post war building construction. Most state and municipal governments have greatly improved their financial condition during the war years, and throughout the public generally there exists an enormous purchasing power widely distributed. These funds are made up of war bonds, savings bank accounts and building and loan savings funds. As installment buying restrictions are lifted there will be formed an additional large credit reservoir. Although the building industry will be in competition with other groups for its share of the consumers' dollar, much of the funds referred to has already been earmarked by the drawing of plans for post war building construction.

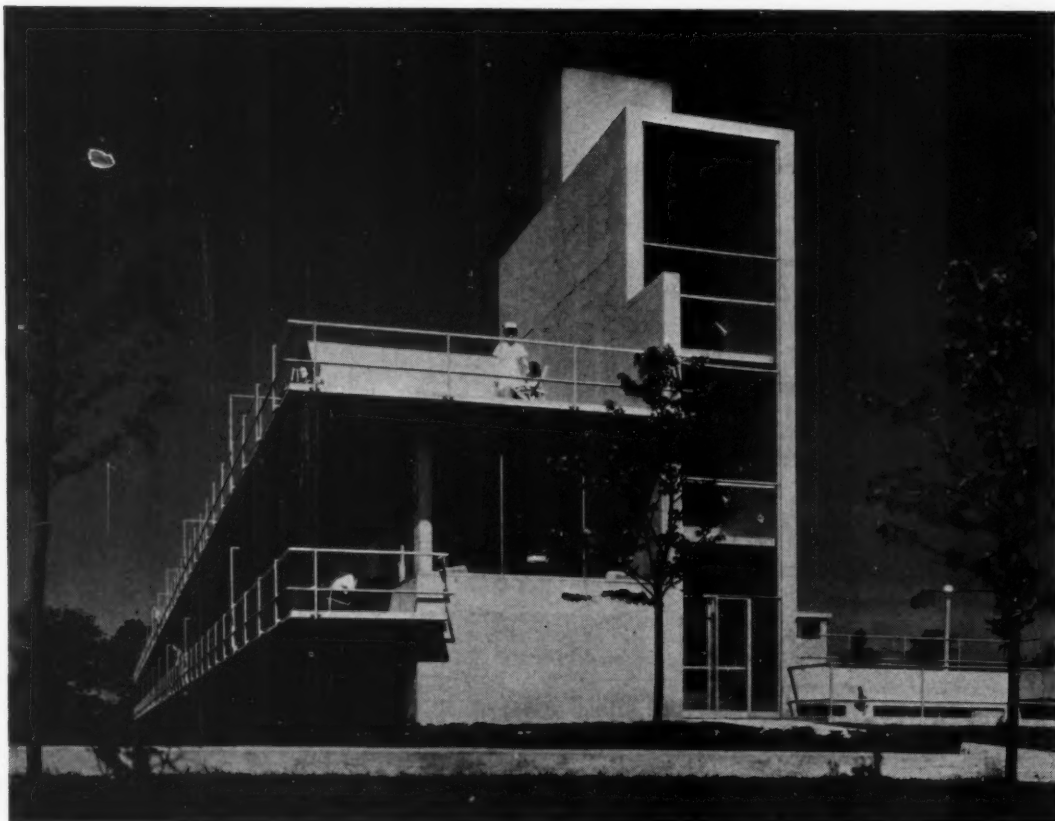
Reconversion in the building industry can be accomplished without great effort. The manufacturer of building materials rarely will be met by a problem of retooling. In spite of the propaganda regarding the building of tomorrow, most of the manufacturers of building materials plan to continue to make the same products they did before the war while their research departments investigate the new materials as well as the new applications and uses of the prewar manufactured materials. Raw materials for building are available in sufficient quantity in this country, and manpower also will soon be available in quantity. The lack of trained men in the trades will be offset somewhat by the use of new techniques of rapid large scale production and building developed during the war, using a larger ratio of unskilled to skilled labor.

Great as are the opportunities created for

Architects under these present conditions resulting from the economics of the building construction industry,—there are yet others the possibility of whose successful fulfillment bring an even greater challenge to the members of the profession. One such opportunity lies in the field of the layout of large group projects and in the broad field known as City Planning.

Architects traditionally have been the planners of our cities. In the United States of the nineteenth century, however, almost all of our towns seem to have grown up either without the benefit of an overall plan, or with a complete lack of regard for the one which had been developed. Now the need for a living Master Plan for every community seems to be appreciated not only by the civic leaders but also the political City Fathers, the business men, and, which is most important, an enlightened and aroused public. Such plans, which include the correction of existing faults in the city plan as well as the Master Plan developed for the future growth of the community, must be flexible and be adjusted from year to year to meet changing requirements. The opportunity for service to his community is increased for the Architect because he must concern himself not only with the planning of new streets and boulevards and plazas as in former times, but with the control of modern traffic both on the ground and in the air, the rehabilitation of the city in slum elimination, facilities for recreation, health, and educational and administrative activities.

The opportunities for Architects in this postwar period will present themselves because of the release of pent up civilian construction needs and because of the increased activity of the Architect in the field of City Planning. And the truth is that there are many opportunities for the profession which did not exist before the war. These will be accepted as such by contemporary Architects whose conception of the field of service of



Hedrich-Blessing Studio

AN EXAMPLE OF THE SERVICE RENDERED THE PUBLIC BY THE ARCHITECT

their profession is broader than that envisioned by most of their predecessors. I am thinking now of the need of Architectural Service to the promoter of small house construction and residential developments, to the engineers of bridges, to the builder of structures for industry, to the planner of stainless steel trains. . . .

The Architect of the great historic periods was a creative artist in the field of building construction, taking an active part in the solution of all types of construction problems of his day. The Architects of the aqueducts probably contributed more both practically and aesthetically to the development of the Roman Architecture than those whose grosser copies of the Greek temples provided counting houses and storerooms along with space in

which to serve the needs of the local gods. In Renaissance times Leonardo da Vinci planned and built a series of fortifications and took part in other such projects which the typical Architect of fifty years ago would have considered foreign to his field of practice.

Somehow, although earlier a creative artist, the Architect in the late nineteenth century came to be considered something of a luxury, and considered himself an Arbiter of Good Taste. These style salesmen in the main confined their efforts to the development of town and country houses for the carriage trade, the banking houses and exclusive metropolitan clubs, ignoring fairly completely the need in the low priced house field, the commercial and industrial establishments. Even in their very limited field, these nineteenth century

Architects designed their buildings "after the manner of" a traditional Architectural style,—borrowing for lack of faith in their own power to create. Louis Sullivan, standing almost alone as a creative spirit in the profession at that time, wrote in 1905 that "American Architecture is composed in the hundred, of ninety parts aberration, eight parts indifference, one part poverty and one part Little Lord Fauntleroy. You can have the prescription filled (he concludes) at any architectural department-store, or select architectural department millinery establishment."

There are many signs to prove the belief that American Architecture is now coming of age. The eclecticism that carried through the first decades of the twentieth century has now but a few practitioners, and almost no archi-

tectural educators or critics to support that earlier method of architectural malpractice. The return, then, of the Architect to his fundamental and earlier role of a creative artist and master builder, rather than a kind of architectural style salesman, immediately opens up his field of practice to include all of the types of projects of planning and building construction.

The recent emergency and war period has served to highlight the new scope of the Architects' field of practice. Architects have been responsible for the site planning and the design of the building of aircraft factories, tank arsenals, radio and radar laboratories, entire new shipyards and all manner of industrial constructions. Because many of these projects were located in virgin territory,



THE ARCHITECT CONTRIBUTES TO BETTER LIVING

Hedrich-Blessing Studio

whole cities had to be laid out including roads, civic centers, apartment groups and single family dwellings, fire and police stations, power houses, incinerator plants, and food storage warehouses, as well as retail store and shopping centers. Also included in these plans were recreational and health facilities, infirmaries, hospitals, gymnasiums, swimming pools and community club houses. Such a series of problems was faced by the planners of Oak Ridge, the so called Atomic City, which was designed and built in a very short time. There is hardly a single human activity which does not presuppose a building,—and the modern Architect should be responsible not only for a few of these as in the early part of this century, but for each and every one of them.

It should be pointed out, too, that some Architects in these days have limited their own practice by failure to enlarge or strengthen their own organizations by association with their fellow professionals, the Engineers. In the Renaissance times, for example, the Architect needed only to plan his building, and, as the construction was usually of wood beams on stone load bearing walls, the engineering involved was fairly simple. One only has to consider the multiple requirements for any contemporary building to recognize the change. Today the Architect designs in steel and in concrete frame as well as in wood, and in buildings having many stories the engineering of the frame alone is of considerable moment. Our buildings no longer depend upon open fireplaces for heat, for we now employ air, water and steam to convey heat thru our buildings, and our fuels are as varied as the systems of heating employed.

The other new element that has been added is the use of electricity for lighting, heat and other purposes, and a glance at a modern electrical layout of any sizeable structure will give the layman a picture of one very im-

portant side of an Architect's job. In the case of structural, mechanical and electrical work, then, the modern Architect is given many more problems in the planning of his buildings. His success in this will depend upon his ability to work with these other specialists, the Engineers. And the better the Architect does this job, the greater will be the opportunities not only for himself, but for his entire profession.

The Architect of today may also be a promoter, and thru his own ability to envision the possibility of a new development, make more opportunities for himself. For example, at this moment there is the desire among the several Air Transport Companies which serve a large eastern city, to have a Central Airlines Traffic Office. To date, no joint action nor even official discussion has taken place regarding the possibility of bringing this about. But the opportunity exists for the Architect to select a site which he knows to be suitable, to prepare sketches for a building to accommodate the several companies, and finally,—to present the idea to all the interested parties.

The opportunities then for a career in the profession of Architecture in these days depend upon the present economic situation, which is most favorable to him both because of the pentup demand for buildings and the abundant funds available for financing them, the new demands made upon Architects for large scale group and city planning, the universal acceptance by the Architectural profession of projects of all types in the building construction field, and upon the ability of the Architects themselves to encourage new projects. I believe the twentieth-century Architect is prepared to meet the needs of his time and continue to be, in the words defining the objects of the American Institute of Architects, "of ever increasing service to society."

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GETTING A JOB IN JOURNALISM



CHARLES A. WRIGHT, *Assistant Professor of Journalism,
Temple University (on leave)*

Mr. Wright received his B.S. degree from the University of Pennsylvania and his M.A. from the same school in 1931. Prior to his work at Temple University, he was a reporter for various papers in Philadelphia, and also a copy writer for an advertising firm.

He began teaching journalism at Temple University in 1926, where he later became Director of Undergraduate Publications. Since February, 1943, he has been Editor of The Tank and Automotive volumes for the Catalogue of Standard Ordnance Items and the Record of Army Ordnance Research and Development. Mr. Wright has contributed articles to Life, Graphic Arts Monthly, The Writer, and other magazines and newspapers.

WHEN journalism seniors are asked to list topics which puzzled them about newspaper work, their most frequent question is "How do you get a job on a paper?" They ask, too, the value of experience on college publications, the salaries paid in various types of newspaper work, and whether it is general to get experience on a country paper before trying to get into the city field. The answers to these questions are as properly a part of the journalism curriculum as courses in editorial writing or the writing of a news story.

To the question how to get a job, the answer could be as simple as "by asking for it at a time when the paper needs someone, and by convincing the boss that you can fill the job." But it's rarely as easy as this may sound. For many a newspaperman, the most difficult assignment of his career is that of getting his first job. It calls for a degree of ingenuity and sales ability and a dogged type of persistency that is lacked by quite a few prospective journalists. It requires him to spend discouraged hours making the rounds of the local newspaper offices, and writing to those at a distance. But if he has the qualities which make a reporter, he will some day enjoy that happy moment when the city editor says: "When can you start?"

The question as to whether to enter the

country field first often is answered for him by circumstances. Usually he applies first in the field which he thinks would most interest him, and, if he meets preliminary discouragements, widens his search and is glad to accept whatever opportunity comes his way. And, unless he has a very definite preference for one field over the other, this system may be as good as any. After he has worked on his first job long enough to get past the cub stage, he will have a better understanding of whether or not that is the field in which he wishes to carve out his future.

Small town and country journalism may be a satisfactory career in itself, or may give excellent ground work for city journalism. The small town reporter gets to know almost everyone in the town, and does practically every kind of newspaper work from reading proofs to writing editorials. The young man with ability and ambition may use these experiences to advantage, either like an Irvin Cobb, who went from Paducah, Ky., to New York, or like William Allen White, who stayed right in Emporia, Kansas, to build his reputation.

City experience will be of a more specialized nature. The reporter will be subject to stronger competition, and is likely to find his work regarded more critically.

Community newspapers published in a sec-



WORK ON A COLLEGE PAPER GIVES THE STUDENT NEEDED TRAINING

tion of a large city, or in a suburb, afford a combination of city and small town experience. The reporter for such a paper who can consistently get news which is missed by the daily newspaper reporter in his territory is certain to attract the attention of some city editor.

Resort newspapers, which expand their activities during the summer months, afford opportunities for experience under very pleasant conditions. A summer of good work for such a paper should increase the reporter's chance for a city job in the fall.

In recent years there has been a steady increase in the proportion of college graduates employed on newspaper staffs. In many parts of the country, a diploma from a recognized

school or department of journalism is, in itself, a recommendation. However, some editors still are prejudiced against college graduates in general, and journalism graduates in particular. Often they base their feelings on experience with graduates who felt that their education made them too good to do the ordinary reportorial jobs on which beginners are broken in.

Teachers, as well as editors, disagree on the value of experience on college newspapers. Certainly it varies in value in accordance to the degree with which professional standards are enforced. On a well-conducted college paper, the editor, if he has worked himself up through the various jobs from reporter, gets experience as valuable as that on many small

town newspapers. He learns to get news, to write it, and put headlines on it; he gets experience in editorial writing and make-up, and has the advantage of criticism from fellow students and teachers and from editors at other colleges. If he can keep in mind that college life represents only a very small portion of the world's activities, and seeks to inform himself about the many other activities which make news, he can turn his experience to good advantage.

If the student journalist is able to do free lance writing, or to get a part time newspaper job while attending college, well and good. But such opportunities are rare, whereas the college newspaper is able to provide experience for many students. Certainly an editor is entitled to look skeptically at a journalism student who goes through four years without getting anything in print.

On the small papers, hiring will probably

be done by the editor-in-chief or publisher. On the more specialized metropolitan papers, this will be the task of the city editor, although the sports editor and other department heads may be allowed to recommend the men for their departments.

Editors of small papers, because they receive fewer applications, are likely to give greater attention to the job-seeker, but have fewer openings available. City editors of metropolitan papers have jobs to be filled fairly frequently, but because they are besieged by so many applicants are likely to give them scanty attention.

Help wanted ads in the trade journals (*Editor & Publisher*, *Publishers Auxiliary*, *National Printer Journalist*, and others) indicate that some editors are missed by the swarm of job-seekers. Stories in these publications of newspaper expansion plans afford tips as to possible openings. The reporter

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THE NEWS ROOM OF A CITY PAPER WHERE ACTUAL EXPERIENCE IS BEGUN

and prospective reporter who does not read at least one of these publications regularly is handicapping himself unnecessarily.

Counselors and placement officers in schools of journalism should investigate all these possibilities as they apply locally, in order to be able to suggest various possible openings to graduating students.

Personal Application Best

Application in person, when circumstances permit, is generally better than application in writing. A personal contact always leaves the most lasting memory, whether for good or bad. If the applicant has personality, he can impress that on the editor at the time of his interview.

The occasional applicant who is handicapped by a poor personality, but whose writing is exceptionally good, may do better to apply in writing, trying to sell himself before the editor sees him. Of course, when contacting a newspaper at a distance, a written application may be necessary. However, if the applicant is seeking to make contacts with a number of newspapers throughout the state, it may pay him to tour the territory and call on the editors.

How does one get to see a city editor who is hidden away behind the barrier of a reception clerk, and who simply sends out word that there are "no openings"? The methods necessarily vary according to the circumstances, but such a handicap should not be too

great for an applicant who expects some day to get the "hard to get" news for his paper. If he believes the editor really is too busy to see him, he comes back later. If he feels that the reception clerk is not representing him properly, he plans a way to get by that person. Sometimes it may pay him to make friends with the reception clerk. It may be advisable to have a feature article manuscript with him and ask to talk to the editor about that.

Introductions—Good and Bad

"Friends in court" are helpful to the job-seeker just as they are to the reporter hunting news. If the applicant is acquainted with other reporters on the paper, they may be able to tell him when a vacancy is likely to occur, and to put in a good word for him in advance. When he gets a chance to talk to the editor, however, the applicant should depend on a straightforward statement of his own abilities, instead of counting on letters of introduction, which often are meaningless. The late Jay E. House wrote: "the lad who worms his way into a newspaper job never gets quite the break accorded the one who crashes it under his own steam." This is only natural. News-gathering is so frequently an individualistic task that the editor is not likely to have much faith in a reporter who cannot stand on his own feet.

The best kind of introduction the applicant

can give is an account of what journalistic work he has done and what he hopes to be able to do. It is at this time that any experience the applicant has had will prove helpful. Some editors will look at clipping books; others will not. But if the applicant has had any experience of a practical nature that is likely to be indicated in the way he presents his case to the editor. He is confident without being fresh; he states his abilities without seeming boastful; he studies his prospective employer and endeavors to adjust his talk to him, instead of rambling along on some memorized speech. Like any good salesman, he does not become discouraged if he does not get a job at once, but seeks to learn when another visit would be in order, feeling that if, at least, he has made a good impression on the editor, that day's work has been well done.

The fact that city editors decline to be standardized increases the difficulties of the job-seeker. When a writer in *Editor & Publisher* criticized newspaper hiring as "haphazard," several New York editors replied by citing records of applications which they maintained. But editors who keep any such records and refer to them are probably in the minority.

There are two reasons why the applicant should make regular contacts with a prospective employer. One is that on a large newspaper, vacancies may occur with little warn-

Philadelphia Electric Company

BUY U. S. VICTORY STAMPS AND BONDS

ing, and if he is lucky enough to appear at such a time, he has a good chance of being taken on. Another is that by repeated visits he will be sure to make the editor remember him, and also will convince the editor of his persistency.

Overcoming "Sales Resistance"

It is sometimes satisfactory to write and turn in a good feature or news article. If the applicant is observant, he will doubtless see many things in his daily life which, with a bit of research and careful writing, will be worth printing. Any prospective reporter who bombards an editor with an article at least once a week, providing it is well done, is sure to attract notice. Careful study of the newspaper will indicate the kind of subjects which it prefers.

In any free time while seeking a job, the applicant might well make further study of news sources in his community. Friends

made at the city hall, in the police stations, and among the working reporters, may bring a job nearer, and also may be helpful later.

Newspaper salaries vary in the different parts of the country, and between the large and small towns, generally in proportion to the cost of living. They also are likely to vary somewhat between morning papers and evening papers, and between substantial papers and those which are struggling to exist. Opportunities are likely to be best where two papers are fighting a battle for supremacy; poorest where a paper has recently suspended publication.

Starting salaries are lower than those in some other professions and industries requiring equal training and ability. However, the ambitious reporter need not be too much concerned about minimums, but should seek to make himself so useful to his paper that his salary will not stay long at the minimum figure. As in other lines, opportunities are almost unlimited for those rare individuals who can offer extremely exceptional achievement.

The Rocky Road to Advancement

How does a newspaperman, after becoming well grounded by study and experience, make himself useful enough to advance to the high salary brackets? Briefly by creating a great demand for his work. The reporter who continually turns in good stories will eventually rise to the recognition of a by-line, and the dignity of more important assignments. The by-line writer will gradually build up an audience which will look for his work regularly, and his salary is likely to depend largely on the size of this audience.

A newspaper will be unwilling to lose a writer who has a substantial following of his own. It may, however, be willing to share his services with newspapers in other cities through a syndicate, thus enlarging his audience to a national one. If a newspaper man

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is able to do some magazine or book writing on the side, he may increase his reputation as well as his income.

At the outset of his career, the reporter need not be so much concerned with by-lines and wide reputation as with the possibility of a \$5.00 a week raise. Newspaper starting salaries are low because of the many beginners who never get past the cub state. However, a well conducted newspaper in normal times will seek to keep a man's salary in proportion to his usefulness, and will show less regard to mere length of service than is shown in some other fields.

Any beginner must expect to be tried out on the most trivial kinds of work. If assigned to a beat, he gets the least important one; if on general assignments, he gets those which are not expected to produce much news; if in the office, he is tried out on the most trivial stories as rewrites. There is no harm for

him in always looking for "scoops" while engaged in such tasks, but he should not count too heavily on getting them. The cub reporter who scoops the rival paper's stars is an interesting topic for fiction, but is rarely encountered in real life. What the editor hopes is that he will cover his assignment conscientiously, that he will get his facts straight, and that in his writing he will tell his story briefly and clearly. If he does these things satisfactorily, he will be given assignments which allow for more originality. As he takes each additional hurdle satisfactorily, he will find himself advancing to a place where his services are worth more to his paper.

Good Work on Small Jobs

The beginner need not feel too discouraged if, while striving steadily to improve his work, he has days when nothing seems to please his editor. Every reporter has had such days.

The city editor's admonitions are so strong that the reporter expects to be fired forthwith; yet by the next day everything is peaceful. Such "needling" may be mere temperament on the editor's part, or may be part of a deliberate plan to keep the reporter on his toes.

The impression which a reporter makes on his rivals from other papers sometimes helps his advancement. Word of his ability will be sure to get back to the rival editor, and may result in a more lucrative offer. Few things help an editor appreciate a good man more than the knowledge that the rival paper is trying to steal him away.

Developing "Specialties"

Every young reporter should strive to develop a number of "specialties" which he can do better than anyone else in the office. As a start, the college graduate should be well informed on his college, and on the section in which he lives. If he has hobbies, these may sometimes become useful. His college courses should have interested him in several fields in addition to journalism. If assigned to a beat, he should strive to know it so thoroughly, and have so many friends, that even after being transferred to other work he will be able to get news of the beat with little trouble. When given general assignments which interest him, he should browse in the morgue and in other sources to increase his knowledge of those subjects.

If he wants to develop as a copy reader or assistant city editor, he should demonstrate his ability to edit his own copy carefully before turning it in. If he is eager to transfer to one of the specialized departments, he should make friends in that department and increase his knowledge of its work. If he aspires to some day write a column, he should contribute to the columns then being maintained. If he hopes to get a correspondent's

post, he should prove his knowledge of the field, and his ability to work without close supervision.

Hack Worker or Star?

Hugh Baillie of the United Press, wrote: "Any man entering journalism has to make a choice between becoming a routine or hack reporter and a reporter or newspaper operator who stands on his feet, thinks independently and acts courageously."

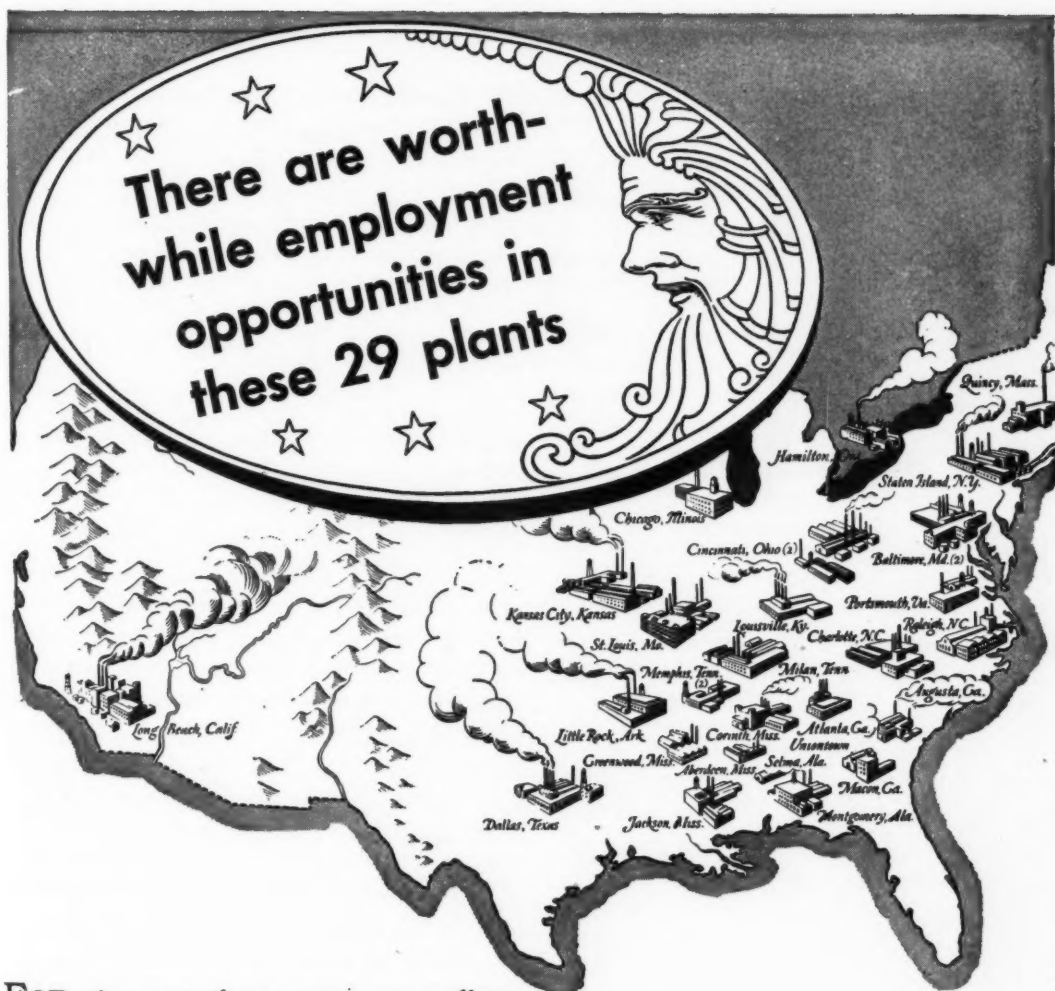
"The former course is naturally much the easier," he added. "It appeals to the lazy minded and leads nowhere. The latter course is the harder, but the rewards are substantially greater. By that I mean the rewards not only in advancing in your profession, but also in the inner sense of self-satisfaction which you get out of a newspaper job well done."

That these "other rewards" are quite real has been attested to by many newspaper men.

"There are a great many writers and editors who think of newspaper work as an end in itself and who derive a great satisfaction from the part they play in disseminating news or interpreting news to the world," said Harold M. Anderson. "They derive great satisfaction from seeing things happen and writing about them first-hand."

"I know many newspaper men who have refused to leave their jobs in the face of attractive money offers. A man suited for newspaper work can never find satisfaction doing anything else. The satisfactions of newspaper work are something that cannot be measured by an outside yardstick."

The leaders in journalism are principally those who were unwilling to limit themselves to a prescribed number of hours or set of duties. During every waking moment they kept their eyes open for possible copy; their greatest pleasure came from doing an exceptionally good piece of writing.



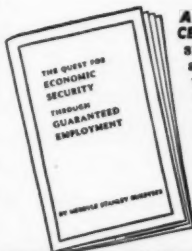
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A COLLABORATIVE STUDY OF OCCUPATIONS



CHARLES F. BAUDER, *Director, Division of Vocational Education, Philadelphia Board of Education*

Mr. Bauder acted as Chairman of the Sponsoring Committee on the Study of Occupations. Other members of the Committee were A. O. Michener, Assistant to the Associate Superintendent for Secondary Education; T. G. Duckrey, Assistant to the Board of Superintendents; R. C. Taber, Director, Division of Pupil Personnel and Counseling; K. W. Brown, Assistant Director, Division of Fine and Industrial Arts; J. G. Kirk, Director, Division of Distributive Education.

Leaders of the three discussion groups were Mrs. Margaret H. Wilson, Counselor, Division of Educational Research; B. L. LeSeur, Supervisor, School-Work Program, and L. R. Roberts, Administrator, Trainee Acceptance Center.

THE Philadelphia Board of Education last year began, in one of its in-service courses for teachers, the study of a very important phase of counseling and vocational guidance—a collaborative study of occupations in Philadelphia.

For purposes of discussion, the group was divided into three sections, the first to study the sources and utilization of occupational information, the second to learn the characteristics of Philadelphia occupations, and the third to identify and evaluate the qualities of individuals for comparison with the requirements of employment.

Classification of Information

The first objective of the committee interested in sources and utilization of material on the subject was to classify occupational information as to sources, organization of material, and the use of various aids. Books, pamphlets, and magazines were inspected and discussed. There was a discussion of the manner in which a bibliography for use by teachers and pupils could be organized, and Parts I, II, and IV of the Dictionary of Occupational Titles were presented to the group with outlines indicating methods for use.

The use of visual aids in counseling was another matter which was considered, in re-

gard to the extension of the present use of films as aids in understanding how persons work. Outlines were presented as suggestions for more adequate use of films by teachers, and outlines were suggested for other films which would contribute to occupational information. Members of the committee visited senior high schools, vocational schools, and museums and industries to gather information about various occupations.

Abilities and Occupational Choice

A representative of the Division of Educational Research met with this committee at one of its meetings, to discuss career choices of pupils as compared with the labor market in Philadelphia. He demonstrated that many boys and girls are making unwise career choices. Too many are choosing occupations within the professional and semi-professional, clerical, and craft areas, as can be seen from Figure I of the chart on the next page. Too few are choosing occupations in the category of proprietors, managers and officials, sales, operatives and other services. No doubt one of the main reasons is the lack of information which both pupils and teachers have concerning the actual need for the city's labor force. The study was based on the 1940 census but it is apparent from Figure III, which compares figures from the years 1940 and 1944

that, although there is an increase in the number of craftsmen and operatives, for the most part the same ranking of occupational categories still holds, the only change being that the number of professional workers has decreased while the number of laborers has increased.

Characteristics of Philadelphia Occupations

The dominant interest in the second of the committees was the discovery of information about occupational demands and requirements that would aid in the organization of courses and the development of instructional materials. Interest centered around the desire of the teacher to render helpful assistance to individual students.

The committee made a survey of existing sources of occupational information, including books, monographs, and pamphlets, the N. O. C. abstracts, the Occupational Index as a guide to current publications, the products of Research Associates, and the material presented by its schools, through "The Program of Studies" and "Your Job Is Your Future." It was felt that much of this material was helpful and should be made increasingly available to students. On the other hand, it was obvious that much of the literature was out of date, filled with inaccuracies, uninteresting and ill-suited to the use of younger pupils. A disproportionate amount of emphasis was apparent in respect to professional and white collar pursuits.

It was recommended that a study of occupational literature should be made to the end of providing the school librarians with an approved list of titles and a list of those that should be withdrawn from use. The reports of the United States Bureau of Census were considered for facts about volumes and trends. It was discovered in the course of this investigation, that about half of Philadelphia's workers are employed in the so-called lower level

occupational areas: operative, service and labor.

Part IV of the Dictionary of Occupational Titles was felt to be the most important for use in counseling high school pupils, since its scheme of classification is based upon the grouping of personal characteristics which are significant for vocational success in broad areas of occupational life. It is based on potentialities of individuals rather than upon employment status acquired through experience or specialized training. Personality traits, interest, leisure time activities, and subjects taken in school or in the Armed Forces form the basis of relating an individual to a field of work for which he is likely to be suited.

Broad occupational patterns in terms of personal characteristics, many of which can be evaluated by testing and counselling techniques, are suggested. The possibilities of relating the results of self-appraisal tests and routine school tests to these occupational patterns was discussed. It seemed apparent that occupational profiles are needed to help the pupil to interpret the ability and interest profiles which they are developing in the self-appraisal program.

It was pointed out in these discussions that since the U. S. E. S. Dictionary has been developed with a view to classification, it does not go far enough for complete guidance pur-

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**OCCUPATIONAL CHOICES OF 9B PUPILS IN PHILADELPHIA
AND
JOB OPENINGS BASED ON AGE DISTRIBUTIONS OF WORKERS**

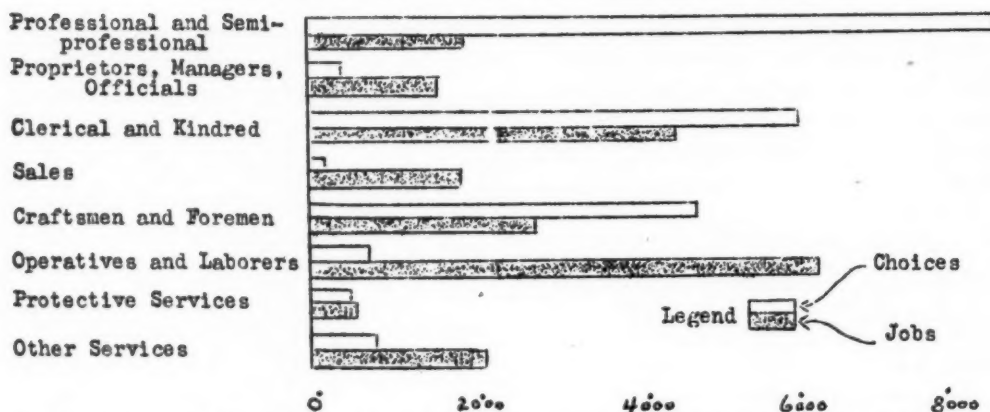


Figure 1. Occupational Choices of 14-Year-Olds in Philadelphia (Based on 9B Career Choices) and Estimated Annual Numbers of Job Openings (Based on Age Distributions of Male and Females Employed, United States Census, 1940, Labor Force, Philadelphia).

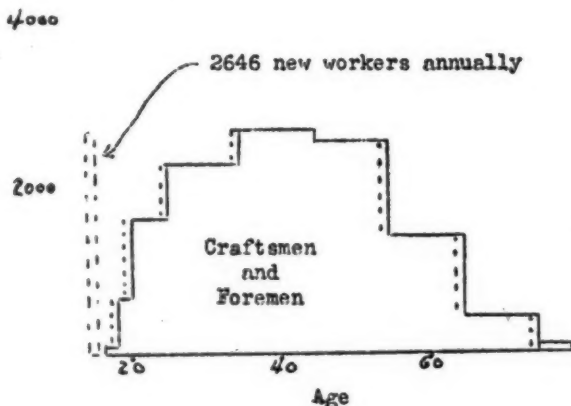


Figure 2. Philadelphia 1940 Census. Number Male and Female Employed by Age Groups.

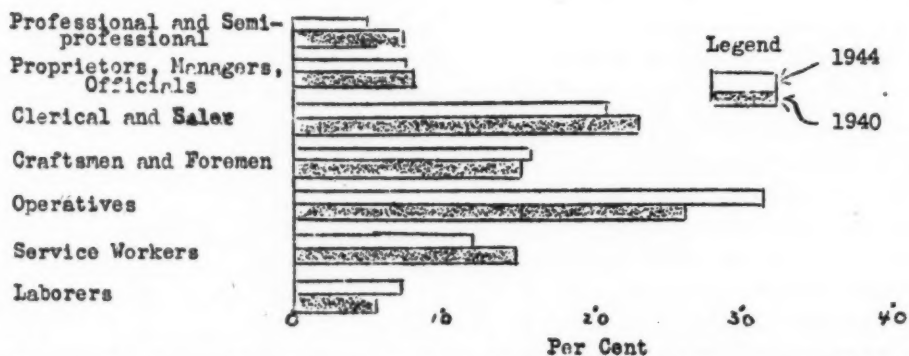


Figure 3. Occupational Group Distribution of Employed Persons in Philadelphia, 1940-1944 (From Philadelphia Labor Market in 1944, Research Report No.8, Industrial Research Department, Wharton School, University of Pennsylvania.)

Division of Educational Research
May 8, 1945

poses. It provides a standardized framework for occupational study, but it must be supplemented by information as to the volume of jobs in respective occupations, working conditions, rates of pay, age of entry, social significance, and many other factors.

Copies of a report on the Philadelphia Post-War Labor Market were discussed, and although this was a study of industries rather than occupations, it was helpful in anticipating trends of employment, in that it forecasts an anticipated shift in emphasis from the manufacturing to the non-manufacturing industries.

Individual Qualities Compared With Employment Requirements

The third committee was faced with the problem of identifying and evaluating the qualities of individuals for comparison with the requirements of employment. The committee decided to make a preliminary study of qualifications needed for various occupations and the personal traits necessary to meet these demands. It was realized that inasmuch as training always precedes placement, and that the schools are primarily interested in training, it seemed proper to determine first the training available in the public schools for certain job requirements and to determine the individual qualifications necessary for this training.

The committee felt that it was important to determine what measurable traits are important for normal progress in these high school and vocational school training courses. From the evidence offered by many studies it was considered most important that the trait known as scholastic aptitude or general mental capacity be measured. From the evidence offered by distribution of individuals into the categories under the job class qualifications charts, and from the highly selective nature of college curriculums, the above-

mentioned trait, variously labeled, seemed logical and necessary to allocate portions of the normal distribution to the various courses in proportion to the competitive demands in these occupations.

Further study showed that mechanical ability was as unique a trait as scholastic aptitude. Furthermore, there are other traits which can be measured, which are as predictable for success in a shop as scholastic aptitude is for academic work.

The Task Ahead

At the conclusion of the first phase of their studies the group as a whole agreed that the importance of occupational study in respect to problems of school counseling and guidance demands an organized attack upon the problem, and that this should be a recognized responsibility of every public school system. Obviously, much of the inappropriateness of pupil's career choices results from the lack of an adequate program to help pupils to know and understand occupational life.

Fundamental to such a program is the need for collection, organization and preparation of materials. It was apparent in these studies that much of the existing occupational information is worthless, some of it even dangerous, and very little of it sufficiently local in character to be of much use for a specific school system. It was pointed out that if a comprehensive program were established, the efforts of all interested school personnel could be utilized in continuous contribution to the study.

There was unanimous agreement that the discussions had merely scratched the surface of the occupational study program. However, the committee has pointed the way to the development of an expanded guidance program to include occupational information, which will inevitably become a necessity in every high school that is interested in intelligent guidance and placement of its pupils.

PLACEMENT SERVICES IN COLLEGES AND UNIVERSITIES*



The following article, which is based on a study made by Mrs. Anderson for the U. S. Office of Education, was originally published in the December, 1941, issue of this magazine. Since the information in the article deals with the period up to the beginning of the war, which disrupted the placement offices of many colleges, we feel that it is of value to placement officers preparing for the post war era, in which placement will be of greater importance than it has ever been in the past.

SOME colleges and universities frankly declare that the purpose of their prescribed course, or courses, is to train the mind of the individual, to quicken his understanding and to broaden his outlook on life. It is believed that this preparation should form a firm foundation for the successful pursuit of whatever vocation the individual desires to enter upon, after graduation. This type of institution either attracts students who, economically, are able to defer making a decision about any future vocation, or who do not realize how difficult it has become for graduates to find employment when they have no special training.

Many institutions of higher education, on the other hand, seem to be accepting greater responsibility for knowing more about each student, for training him to meet the demands of our changing economic structure and for helping him to find the kind of a job which will be compatible with his abilities, training, and personality. These institutions believe that the success of a college or its placement bureau can be determined by the number of well-adjusted students it has placed in business, in industry or in teaching.

Much personnel work has developed rather haphazardly. In many universities there is a great deal of overlapping, which means

duplication not only of work but also of funds. Recognizing this weakness, several universities have evaluated their services and are working toward closer coordination, while others are making a critical survey of the whole personnel problem of which placement is only a part, in the hope that the funds which are now available may be used to better advantage and that students' problems may be dealt with more effectively.

Collection and Use of Personnel Data

Since placement seems to be the goal toward which many activities carried on in the colleges are directed, it is impossible to discuss this phase of personnel work without touching upon other phases which have preceded it. The admissions office is interested in the student's pre-college history. So is the employer. The employer is also interested in the results of tests, such as intelligence, aptitude, achievement, and vocational interest as well as of physical and health examinations. Disciplinary problems, as they have bearing upon future employment and vocational adjustment, also enter into the picture. The registrar's records of scholastic standing, extra-curricular activities, and social life as it contributes to personality development, are all important. Orientation courses in educational, vocational and personality adjustment,

* Based upon a study made by Mrs. Anderson for U. S. Office of Education.

library service and vocational conferences likewise have direct bearing on placement. In fact, employers are interested in any pertinent data collected by counselors, faculty advisors, deans, and others who work with the student on the campus.

So one finds that practically every college studied, in a recent survey, keeps accurate and so far as possible, up-to-date files or cumulative records. Most placement bureaus endeavor also to add to these files up-to-date information about the alumni. In some institutions these records are made available to the student so that he may use the information as a guide to help him improve as he develops, and to become better adjusted, not only to college life but to life in general. Other institutions consider these records as confidential, for use of administrators, faculty members and employers only.

A personnel sheet has many valuable uses. Not only does it help the student to see himself as others see him, but it is helpful to the faculty in recommending him, it can be sent to employers, or it can be given to a student when he goes to interview employers. Company representatives who interview seniors on the campus can take the time to explain the work of the company instead of being forced to ask so many questions about the applicant, if they have in hand a personnel sheet containing all available data.

Types of Organization

There are three general types of organization used to effect the placement of students. Centralized, decentralized, and a combination of the two. In the centralized bureau, the director of placement keeps a central file containing all available information concerning each student, and the deans of the various schools, heads of departments, faculty committees and students cooperate with the bureau in numerous ways. There is usually a central committee composed of representatives from all bureaus in the university, who meet to discuss the work. This exchange of experience is advantageous because techniques which have proved effective in one department may be made available for adoption in another. Interested employers may get in touch with students through this central clearing house.

In the universities where the work is decentralized, each school has an organized bureau with separate files and independent activities. The placement work in some is still further decentralized and carried on informally, the members of the faculty and heads of departments recommending individual students when they hear of openings.

When there is a combination of the centralized and decentralized forms of organization, the records are kept in a central office

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and there is a general personnel policy applicable to work in each school, but the activities are decentralized in terms of function.

Many institutions are trying to tie the alumni closer to their alma mater, whether the graduates are organized into associations or not. This closer cooperation assists both the alumni and the institution. The alumni can keep the college informed of conditions, salaries and openings in their respective fields, can address and otherwise counsel undergraduates, and can use their influence in helping seniors to secure employment.

Many colleges and universities take the initiative in soliciting jobs for seniors and graduates. Some of these have full-time field secretaries or personnel offices or faculty members who are relieved of part of their teaching load to visit business, industrial, professional and educational concerns in order to ascertain where openings are likely to occur, to acquaint the employers with the courses presented and with graduates who are available, and to learn from employers about changing conditions. Other colleges leave the solicitation to the student but do furnish data upon request from the student. This passive attitude makes the placement office a service to business, industry, and education but only indirectly a service to students. This practice is unfortunate because a student's first job after graduation often influences his whole career as well as his mental attitude toward himself, his chosen field and his alma mater.

Importance of Follow-up Work

Follow-up work has value for both the graduate and the college. Personnel officers are beginning to realize that endeavoring to find the right job for the right man is vastly more important than merely trying to find a job for each student. All during his school life the emphasis has been placed upon the contribution of education to the development of the individual; now the graduate has to

learn that he must be developed for the good of the company, or, if he is teaching, that *his* development becomes of secondary importance. There are many pitfalls along the road when one is learning to change from the *receiving end* to the *giving end* of life. According to a recent survey of many leading corporations, nearly 90 per cent of the young people lost their jobs due to faulty character traits while only 10 per cent lost them because of lack of specific ability. The same survey revealed that more than 75 per cent fail to win promotion because of faulty character traits and less than 25 per cent because of lack of specific skill. Field workers have become interested, therefore, in following up former graduates to help them become adjusted to the conditions or demands of their chosen field. Employers are asked to rate the graduate over a given period of time, and the college assists in the process of adjustment wherever and whenever possible.

Some colleges follow up their students for one year, some for two, and a few for five years. One college found that 40 per cent of the alumni who applied to the placement office had been out of college for five years or less; it expressed the belief that if placement bureaus aided alumni during the first five years after graduation, the majority would probably be satisfactorily placed. Another university keeps available permanent records for all registrants for ten years after the last date of communication.

Some teachers colleges do follow-up work only if requests come from graduates, employers or supervisors. In some instances, principals and superintendents think that when an inquiry is made it is because the teacher is planning to leave or is dissatisfied. Others resent the inquiry as an attempt to pry into the activities of the local school. Candidates themselves sometimes resent the follow-up procedure. Possibly there is need for instruction of students and school officials

on the importance of this phase of personnel work.

Many administrators think there is need for continued cooperation between educational institutions and the outside concerns which employ the product of the school, not only for the welfare of their graduates but also because follow-up work helps the colleges to adapt their training programs to meet changing needs of business and industry. Many employers welcome the assistance given by college personnel officers. Because of this growing spirit of cooperation the gap between theory and practice appears to have narrowed considerably in some institutions. There is danger, however, in offering too highly specialized courses since rapid changes in technological development might make the material obsolete in four or five years when the student would be ready for full-time employment. Many companies would rather give the specific training to the men themselves, and are now giving graduates training courses which last from a few months to two years.

Major Difficulties

Major difficulties arise, in many instances, from the lack of adequate funds. This handicap results in an understaffed office, with an insufficient number of clerks to keep records and files up-to-date. Often the bureau is embarrassed by not having at its disposal reception rooms where employers may interview students. Where the activities are decentralized much time and effort, on the part of both employers and students, are lost unless a cross reference of registration is kept for those who are majoring in more than one field. Some institutions lack adequate funds for publicity notices, circulars, field visits by personnel officers, telephone calls and other contacts which would bring employer and student together.

Many employers are very specific in their demands and refuse to be satisfied with grad-

uates who do not measure up to their standards. Not only does each firm establish its own concept of what constitutes an outstanding college man or woman, but often the judgment of its representative is at variance with that of the personnel officer and faculty members. As has been said, a greater stress is being placed on personality traits. Many employers, particularly in the field of education, think that participation in extra-curricular activities aids in the development of the personality of the prospective teacher. They are, therefore, interested in knowing the activities participated in and the ability of the candidate to teach similar activities. Personnel workers, on the other hand, wonder if students are not attracted to such activities because they possess from the beginning desirable qualities which one expects to find in leaders. One personnel officer thinks that if these activities can really develop social traits, colleges have done little to assist under-socialized students.

One might be inclined to ask, "How effective have these placement procedures been in the past?" Any figures which showed the success of placement bureaus prior to July, 1940, when our National Defense Program was launched would be distinctly out-of-date and probably misleading. Several years ago, President Compton of the Massachusetts Institute of Technology reported that "science had created during the twentieth century 4,613,000 new types of jobs: in the tool industries, 87,000; in the electrical industry, 1,000,000; motion pictures, 389,000; telephone companies, 357,000; airplanes, 50,000; rayon, 41,000; steamships, 217,000; refrigeration, 72,000; automobiles, 2,400,000."¹ A large part of the success in placing students depends upon the college's knowledge of present needs and of occupational trends.

One cannot foretell what future, specific

¹Occupational Orientation of College Students. American Council on Education. Washington, D. C. 1939, p. 46.

problems in the employment situation of this complex modern society will develop, but one may predict with a reasonable amount of certainty that the college or university which considers its personnel program as an integral part of its whole program, rather than as a mere appendage; which studies each individual in order to ascertain his strength and weakness—physically, mentally, emotionally, and vocationally; which records these find-

ings systematically, then helps each student to develop his abilities and correct his faults; which endeavors to place him in a position that is compatible with his abilities and his personality, then follows him up to help him make a satisfactory adjustment to the demands of his chosen field, will have every right to the assurance that it has performed more than a perfunctory service to its graduates and to society.



INFORMATION ON FIELDS OF SPECIALIZATION

THE National Roster of Scientific and Specialized Personnel is preparing a series of handbooks of descriptions of various specialized fields of work. Among the booklets already published are those covering Ceramic Technology and Engineering, Agricultural Engineering, Agronomy and Soil Science, Civil Engineering, Entomology, Forestry, Geology, Horticulture, Plant Pathology, Zoology and Parasitology, Chemistry and Chemical Engineering, and Animal, Dairy and Poultry Husbandry and Dairy Products Technology.

The general classification scheme used in these descriptions is a modification of that originally developed by the National Roster during 1940 and 1941, in collaboration with the national professional and technical societies.

Most of the descriptions follow a pattern which permits an orderly presentation of the specialist's work. Each field of specialization is described in detail. The discussion is typically on the basis of raw materials, processes, equipment, or techniques peculiar to the specialty, and the end product of results attained. The discussion is usually subdivided into several sections, devoted to each of the major functional activities, since it is recognized that the work of a man engaged in research will differ materially from work in production in connection with any given commodity.

Allied fields are also discussed. The relationships of each branch to other fields of science are pointed out.

The original draft of the descriptions for each field was prepared in the National Roster office from job descriptions, text books and encyclopedias on the occupation. This draft was circulated to a number of specialists in the various fields, who had experience in industry, education and government. They were asked to review and criticize the descriptions and many of their suggestions were incorporated in the final drafts.

These books were prepared primarily for use of the placement or classification technician concerned with professional personnel. The data on related fields broadens the area for the possible placement of applicants with one specialized type of experience, and also suggest possible fields of occupation for students. Copies of these books may be purchased from the Superintendent of Public Documents, U. S. Government Printing Office, Washington 25, D. C.

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OPPORTUNITIES IN THE FIELD OF COUNTY EXTENSION WORK

AMONG the recent publications of Science Research Associates is a series of briefs on post war job fields. One of these covers the profession of county extension worker. This emphasizes the importance of the county agricultural agent in giving expert advice to the farmer, and in making sure that each farm gives a maximum yield. The agent must be able to make available and understandable to farmers the educational information which is issued by government labs, experimental stations, and the Department of Agriculture.

In regard to the number of people employed in this comparatively new field, the brief states, "Although the number of county agents has been increasing steadily, there are not many people employed in this work. In 1939, there were only about 3,000 farm advisors. When assistants are included, the number totals about 5,000. Home demonstration agents, or home advisors, serve as advisors to farm women, and work hand in hand with agricultural agents. In 1942 about 2,700 women were employed in this field. In addition to these paid professionals, there are thousands of volunteer helpers. For example, 236,000 volunteer leaders assisted the home advisors, and over 163,000 leaders helped county agents carry out their programs."

The work of the county agent is entirely advisory, since he has no authority to make a farmer follow his suggestions. However, he can accomplish a great deal by making wise suggestions and persuading others by means of the visual proof of his ideas. He also works with rural youth on various projects, and cooperates with local chambers of commerce and community organizations.

Working with the agricultural agent, the home advisor helps farm women with their problems of home and farm life. She works

to improve living conditions, teach child care, and improve the general health of the family. She also sponsors recreational activities that will enrich rural life.

People interested in this line of work should have a pleasant personality, tact and friendliness, as well as qualities of leadership. They must have many abilities, and practical knowledge about a great many things. The agent must be a graduate of an agricultural college, and the home demonstration agent must have a college degree in home economics.

In answer to the question of wages, the brief says, "County agents are fairly well paid, particularly when their salaries are compared with the earnings of the people in the rural communities in which they live. Before the war, beginning salaries were rarely less than \$125.00 a month. The average for all agents in the country was around \$2,750 a year. A few received as much as \$5,000. Assistant agents, including 4-H club leaders, averaged about \$150.00 a month. Meanwhile home demonstration agents earned from \$1,200 to \$3,500 a year. State leaders made incomes that ranged from \$3,000 to \$5,000 per year, while federal employees in the field received \$3,800 to \$5,000. On the whole, salaries have increased somewhat since the war started."

Opportunities in this field depend on the economic condition of the section of the country, are probably best in the individual's own section where he is most familiar with the people, climate and crops. The chief disadvantage is the long hours and the community activities that require so much spare time.

Until now this field has been growing slowly and steadily, and there is a rather high turnover, with a resultant need for frequent replacements. Continued growth is probable, since people are becoming increasingly conscious of the importance of the work.

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OCCUPATIONS AND CAREERS



HARRY E. STONE, *Secretary, Loans and Placement, West Virginia University*

We herewith present two recent outlines by Mr. Stone on Non-Teaching Occupations for College Women, and Careers In Advertising. The former we present in answer to many requests from officers and enlisted personnel in all branches of the women's services for information on fields open to women. The latter outline enlarges on the various opportunities for both men and women in the field of advertising, a topic which was discussed in the May 1945 issue of The Journal.

NON-TEACHING OCCUPATIONS FOR COLLEGE WOMEN

1. The expected expansions of commercial airways in the post-war period will require many reservation clerks, ticket agents, airline hostesses, dietitians, attendants, business representatives, clerks, secretaries, etc. Personality, mental alertness, a college education and a knowledge of foreign languages, such as Spanish, Portuguese, French and German will help. One who knows the language and customs of countries reached by American airlines will have increased opportunity for employment in this field. Fluency in speaking a foreign language will be more important than a mere reading knowledge.
2. Women now plan, direct and produce radio programs, serve as announcers and even sell radio time. Few go into radio engineering jobs. Training in speech, dramatic, music, home economics, journalism and English will all function in radio work open to women.
3. Play writing and free lance writing for radio programs offer opportunities for young women of creative ability and training in journalism.
4. Women who take training in journalism may well combine with this some specialty, as for example, nutrition, dietetics, child health, fashions, music appreciation, art appreciation, home furnishings, interior decoration or some other branch of home economics. This opens up career opportunities in the magazines of special fields, the home and family pages of newspaper, magazine and feature sections, etc.
5. Advertising agencies and city department stores employ women as well as men to make marketing surveys. Courses in business administration, including marketing are valuable preparation for this work.
6. In department stores women predominate as sales people, buyers and comparison shoppers. They are also found as department managers and in advertising departments. A knowledge of textile chemistry, fabrics, styles, women's apparel and the psychology of advertising and selling will prove most helpful in securing placement in this field.
7. Women are now employed in banks as tellers, operators of bank bookkeeping machines, and managers of women's departments in city banks. In the metropolitan banks they are employed in personnel work and bank advertising, statistical work, etc., serve as secretaries to bank presidents and cashiers,

etc. Some women have become investment analysis experts.

8. There is comparatively little opportunity for women with public accounting firms except in stenographic and other clerical work.

9. The total number of openings for women psychologists in any given year is small. The field is highly competitive. Only superior students with graduate training in special fields like psychological testing, occupational therapy, mental hygiene, etc., are likely to find non-teaching job opportunities in the post-war period.

10. Women predominate in speech correction work, involving the correction of defects of speech, including lisping, cleft-palate speech, foreign accent, stuttering and other vocal difficulties. Injuries to the nervous systems of large numbers during the war will create increased opportunities for women in speech correction work in the post-war period.

11. The increased demand and necessity for women in religious and social work and in nursing, public health work and certain other fields is too well known to warrant further comment here. Like library work, teaching, nursery school work and work as society editor on a newspaper are distinctly occupational fields for which women are adapted and in which many are interested.

12. The war time heavy demand for women as laboratory assistants in industrial laboratories is not likely to continue in the post-war period. Young women who have a working knowledge of scientific German, some library training and a good background in chemistry will probably continue to find opportunity in the research departments and chemical libraries of large chemical companies.

13. There is a growing demand for trained

librarians in commercial and industrial firms and organizations such as publishing houses, metropolitan newspapers, advertising agencies and manufacturing plants. The competent specialized librarian generally receives higher pay than the general library worker.

14. General training in home economics with a major emphasis on foods, training in general chemistry, quantitative, organic and biochemistry and bacteriology are required for positions in food technology.

15. Home economics training, journalistic ability, experience in food preparation, a flair for unique and attractive table settings and food arrangements and experience in photography are valuable for one who on graduation desires a placement in test kitchens which large meat and other food companies have established in our large cities.

16. Biological supply houses offer work for a limited number of well qualified women technicians as do industries that deal with pharmaceutical products and foods.

17. Post-war army nursing in this and other lands will present almost unlimited opportunities for well trained women nurses, psychiatric social workers, occupational therapists, physiotherapists, etc.

18. The field of nutrition and food technology is one in which women find less male competition for well paid openings than in certain related fields like chemistry. Such occupations as hospital dietetics, institutional dietetics, manager of demonstration kitchens for food companies, nutritional research, cafeteria manager, college dining hall manager, etc., are peculiarly suited to women. In food technology, women find opportunity for employment in routine laboratory control work and in research leading to new food

products or improved techniques in industrial and commercial laboratories and in state university experiment stations, public health work, etc.

19. The occupational field into which the majority of graduates of schools of music go is teaching music in public high schools. To qualify they must meet professional requirements for the certification of teachers. Non-teaching opportunities for employment include work with music publishers, music magazines, makers of musical instruments, positions as pipe organists, concert work, radio work, etc.

20. Women graduates in physical education generally become teachers or supervisors of physical education and health work in secondary schools or colleges, enter upon city or county recreational work, safety work, etc.

21. Many women are now working in drug stores. Opportunities for women in the field of pharmacy increased greatly during the war. Some women with business ability and training in pharmacy are owners of drug stores.

22. The number of women who become lawyers and doctors is still comparatively small but increasing.

23. Few women become dentists but the majority of dental hygienists are women.

24. The great majority of medical technicians and hospital technicians are women.

25. As an evidence of the job versatility of women, we find women running dairies, poultry farms, old ladies' homes and apiaries. There are women aviators and even women deep-sea divers, explorers and archeologists.

26. The 1940 census (occupational data) showed 55,371 male chemists, metallurgists and assayers in the United States and only 1,654 women or 2.9 per cent of the total number of employed chemists.

27. U. S. Census figures show that the number of social and welfare workers in the U. S. increased from 16,497 in 1910 to 75,197 in 1940. The great majority of these are women.

CAREERS IN ADVERTISING

1. Mail order advertising differs from general advertising for mere publicity in that it seeks to get direct results.

2. The general advertiser is one who advertises over the entire country an article sold in retail stores.

3. Mural or out-door advertising is an important special field of advertising.

4. There are many distinct experts in the broad field of advertising. The advertising solicitor, the accounts executive, the copy writer, the radio specialist, the poster specialist, etc., may be mentioned.

5. Copy writers work for advertising agencies, department stores, mail order houses and scores of diversified businesses and industries which employ writers for publicity promotion and advertising.

6. The writing of "radio commercials" offers opportunity of a specialized type.

7. Research forms a major activity of every large advertising agency, and a career of interest to those who like to work with data, facts, statistics, charts, diagrams and reports.

8. The production man in an advertising

agency cuts, measures copy, selects type faces, reads proof and meets "deadlines." He watches every stage of production and is responsible for the finished ad when it is published.

9. Selling advertising space in newspapers or magazines or for street cars, bulletin boards, etc., is interesting to those who have sales ability.

10. Large advertising agencies employ staff specialists, as for example, engineers, research chemists, dramatists, psychologists, lawyers, nurses, doctors, dermatologists, dietitians, photographers, home economists, etc., on either a full time or part-time advisory basis.

11. The successful advertising man must have an active imagination, originality, inventiveness, ideas, an interest in people, an understanding of human nature, a mind that thinks logically, ability to write and speak effectively, a good vocabulary, capacity to gather facts, ability to visualize and a firm belief in the value and necessity of advertising.

12. Selling experience is excellent preparation for advertising, since advertising is selling through the printed word or other media.

13. Grammar, rhetoric, literature, composition, history, the fine arts, sociology, psychology, mathematics and foreign languages have all been recommended as desirable basic studies for work in one or more of the many advertising occupations.

14. Success in advertising demands ability to use clear, correct, concise, concrete English in constructing copy. Buying motives must be appealed to. Advertising copy is therefore psychological. The use of suggestion is common. Good advertising copy must get attention, maintain interest, arouse desire, convince

the reader and stimulate action. The importance of English and psychology to the prospective advertiser is therefore apparent.

15. The construction of attractive headlines, the selection of suitable type and illustrations, building advertising slogans, the use of color, motion and sound, the selection of suitable advertising media are all involved in successful advertising. Judgment as to the size, location and timing of ads is also important. Methods of testing the effectiveness of advertising must also be understood. Advertising is no longer a gamble. It is a science and an art demanding definite knowledge and skill.

16. An accurate knowledge of the laws governing human thought, feelings and activities must be understood by the advertising man. Advertising is a field of applied psychology. Books and magazines dealing with advertising are now legion.

17. Motion pictures, booklets, the radio, magazines, newspapers, mailing lists, airplanes (sky-writing), billboards, display windows, buses, street cars, novelties, and now television are all advertising media or powerful allies of advertising.

18. The advertiser studies the consumer, his needs and motives that impel him to buy. Human desires that rank high are the desire for food, for protection, for security, for social approval, for prestige, for health, for comfort, for safety and for beauty.

19. Advertising as a career offers opportunity for initiative in making the appeal unique, distinctive and persuasive. The selection of pictures and the choice of words calls for intelligence and judgment.

20. Social psychology is an asset for the

advertiser who must understand group habits, customs and mores.

21. A knowledge of aesthetics to determine sources of pleasantness for advertising material, of type faces appropriate for different purposes and levels of intelligence of potential readers of advertising copy is important.

22. Advertising is an appeal to large masses of people, an impersonal effort to persuade. Selling is individual, personal, intimate. The advertiser makes an appeal to human needs and motives common to large groups. The salesman must direct his appeal to the individual prospect. Both marketing methods are generally used in effective distribution.

23. Personality, voice, appearance, dress, bearing expression, gesture, intonation and resourcefulness help the salesman. Some of these are, of necessity, lacking in the advertisement.

24. The radio is a medium that combines some of the appeals of both advertising and selling. It brings the human voice and personality to the masses as the personal salesman in a retail store cannot do, yet ideas, commodities and services are sold over the radio daily.

25. University training for advertising includes courses in the psychology of advertising, the principles and practices of advertising, copywriting, media, radio, marketing research, salesmanship, journalism, etc.

26. Leading publications of the advertising profession are: *Printers' Ink*, *Advertising and Selling*, *Advertising Age*, the *Radio Daily* and *National Ad-Views*.

27. Employees of advertising agencies are engaged in the production of ads, in artistic, clerical, executive and outside contact and sales work. Others build technical information pamphlets. Still others handle the placing of printing and mechanical work. The accounts executive is the agency's point of contact with the client. He must be experienced in planning campaigns and in merchandising problems. Sometimes he also writes copy. In large agencies a copy writer may write only technical copy. In smaller agencies he may write copy along diversified lines.

28. The advertising manager must know good copy and art, as well as the mechanical side of printing and advertising. Sometimes he acts also as sales manager. He must keep in touch with production, analyze and chart selling points, pass on advertisements, approve copy, illustrations and media, handle promotion programs through the use of mailing lists, window displays, etc., keep salesmen informed as to advertising plans, keep records of the cost and results of advertising, etc. He supervises and plans campaigns. Subordinates handle details.

29. "A good placement agent will do more for you than help you find a job. He will analyze your qualifications, point out exactly what you have to offer a prospective employer, bolster up your morale and self-esteem, pave the way and set the stage for the interview, and help you put yourself across. He will keep you from making mistakes, wasting your efforts, and becoming discouraged. He will try to find the right job for you, the job best suited to your abilities, your temperament and your ambitions."—Walter A. Lowen and L. E. Watson.



EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

FOR a quarter of a century many American schools and civic organizations have stressed, and rightly so, the observance of Constitution Day on September 17.

The anniversary of the signing of the great document has become an important day in the American calendar. In many centers, notably in Philadelphia and in Indianapolis, observance of the occasion has become a community enterprise of major significance. The close cooperation of churches and schools, labor and management, service clubs and business associations, merchants and banks, newspapers and radio stations, is a remarkable evidence of American unity upon a fundamental principle.

Increasing participation in the observance of Constitution Day has led to a more general recognition that education in the principles of constitutional government should be continuous. In Indiana, for example, the work of the Constitution Day Committee, having already become state-wide, has been placed on a permanent basis with offices in the Board of Trade Building, Indianapolis. Voluntary civic support has made possible the preparation and distribution of low-cost educational materials to schools, study groups, and industries. The nonpartisan policies of the Committee are guided by citizens representing a cross-section of the state. President Frank H. Sparks of Wabash College is general chair-

man and Samuel R. Harrell, Chairman of the National Foundation for Education in American Citizenship, is chairman of the executive committee.

It is the purpose of the Committee to emphasize basic principles and concepts of American constitutional government. Through the cooperation of the National Foundation for Education in American Citizenship the Committee has already made available an annotated and indexed edition of the Constitution, a study guide on the Bill of Rights, and a group of pamphlets prepared by Dean Roscoe Pound entitled the Fundamental American Principles Series. The Committee has sent program and study aids to the schools and civic organizations of the state. It has also released newspaper features and has prepared transcriptions which have been broadcast by all radio stations in Indiana.

Jacques Barzun in his well-known book *Teacher in America* (Boston: Little, Brown and Company, 1945, p. 270) pays appropriate tribute to the development of "the man of ideas, with a mind accustomed not merely to holding facts in solution but to crystallizing them for use." It is in such a spirit that education in the fundamentals of American constitutional government should be approached. The basic principles of the American form of government will be as useful to the citizen of the future as they have been successful in the test of time.

EDITORIAL COMMENT

If a veteran wants to return to school, build a house, start a business or buy a farm, he can get aid of various kinds from the government. In applying for a job, a veteran is given preference over another candidate of equal training and education. He is free to choose, with the advice of established business men, vocational guidance officers, and civic advisory committees, what business or profession he wishes to enter. In the future, veteran's organizations will have political power far beyond that ever attained by any similar group before. All these rights have been given by a grateful people to men who are deserving of the most help possible in building their futures. However, in concentrating on this group, we have tended to minimize the importance of another great group of citizens upon whom will equally depend the future of this country.

The boys and girls now between the ages of 14 and 17 have never known a period of depression, as far as their work experience is concerned. In spite of the fact that most of them have had no specialized training, and that a great many of them didn't finish high school, they have had employers clamoring for their services for the past four years. They have been paid wages far out of proportion to their skills, and have had very little competition to face. Now, with priority on jobs being given to service men and workers with more experience and training, they are faced with unemployment.

Educators, business men and labor unions have joined in urging these young people to return to school and finish the education that was suspended when they went into war work. However, merely returning to finish high school will not solve the problem of keeping this group out of competition with veterans, unless they are given some kind of specialized training in fields of employment that will not be overcrowded by other workers. Counsellors and placement officers should be familiar with fields of employment in their towns, and know which ones offer opportunities for well trained workers. Work in this direction is being done in some cities, as the article in this issue on a Survey of Occupations illustrates.

In connection with this whole question, we have presented in this issue two articles dealing with the problem. Mr. McClusky's article stresses the importance of occupational counseling for this group, and Mr. Taber's article recommends a legislative program of government aid to fill the needs of youth. Neither of these articles holds the complete answer to these questions, of course, but we feel that they point up an important situation that has gone comparatively unnoticed in the furor of post-war planning for a better world.

BOOK REVIEW

How You Can Get a Job (Postwar Edition)

—by Glenn L. Gardiner. 225 pages.
Harper & Brothers.

This is a book slight in size but big in content, packed full of practical pointers on job-getting—for the graduate, the old-timer, the veteran home from the wars or the displaced war worker now bewildered as to what to do next. It has the unique advantage of being authored by a man who has sat on the other side of the desk and personally interviewed more than 36,000 applicants—Glenn L. Gardiner, Vice-President of the Forstmann Woolen Company, already widely known for his contributions to the field of business literature.

It is not a new book just as getting a job is not a new problem. It is a post-war edition for a post-war world; and significantly its contents are a reminder that although a global war and the atomic bomb have changed the face of civilization, the business of getting a job remains much the same:

- (1) You must discover what services you have to offer an employer.
- (2) You must sell these services as a salesman sells his product.
- (3) To sell your product you must plan a hard-hitting campaign.

Advice on how to do these three things and all that relates to them, the author gives surpassingly well. The subject matter is presented in question and answer form, a simple and searching method that makes self-inventory a fascinating business and job-seeking itself something that can be reduced to a few elemental rules, easy to make come alive and produce if the seeker means business.

The over-all plan takes the job-searcher from the time when he sits down and finds out the best things in himself which he has to offer an employer to the high moment of the interview itself when such all-important matters as "Shall I phone for an appointment?" "Shall I state a salary?" "Should I do the talking?" are decided. The same intelligent selling methods that are used to win attention from an employer are suggested when the applicant presents himself for an interview at a public or private employment agency.

A feature of the book that will delight the orderly minded, plague the careless, but which offers one sure-fire method of eventually landing the right job is a filing system of job-prospect cards, giving even the model for the card. Supporting chapters cover such important points as how to find job leads, how to follow up job prospects and the effective use of letters.

The moot subject of "pull" is carried right out into the open. Answering the question, "Does a 'pull' help a man get a job?" the author looks his subject squarely in the face. "A great many people moralize

on this subject of a 'pull,' he writes. "They speak of a man with a pull as if he had some unfortunate disease. The fact remains that pull does help men get jobs. Right or wrong it is a fact that cannot be denied."

Emphasizing that although pull may prove the opening wedge for securing a job it cannot supply the ability to hold it, Mr. Gardiner adds fresh thought and hope to a long-debated matter by showing how the ordinary mortal can earn and deserve the right kind of pull to supply that opening wedge.

Although the entire book offers food for thought and action on the part of the veteran, a special chapter titled "For Veterans Only" takes into account special important factors which he must keep in mind. The experience in the armed forces which has brought out initiative, personal ingenuity and other characteristics of leadership must not be lost. Neither must the intensified streamlined training that has given the service man a more complete and workable practical scientific education than the average college graduate possessed ten years ago.

Many a veteran will be able to find a civilian counterpart of the job he has performed in the Army and Navy. He is advised to consult the Special Aids for placing Military Personnel in Civilian Jobs, prepared by the Division of Occupational Analysis of the United States Employment Service to study civilian occupations related to military skills.

Veterans and non-veterans, fledglings at work and men and women who hope to get their second wind in the post-war world will find in this little book an invaluable pattern for proceeding. By means of work-sheets in the appendix, the job-seeker can adapt "the ten steps that every job-seeker should take in his campaign to get a job" to his own particular situation and thus make practical jobology his own.

MARGARET LUKES WISE,
*Regional Chief of Information of the
United States Employment Service for
Pennsylvania, New Jersey and Delaware;
Author; Lecturer, widely known contrib-
utor to national magazines.*

Two recent publications by Science Research Associates are Practical Handbook for Counselors, and Frontier Thinking in Guidance: An Anthology of Significant Thought in the Field of Guidance.

The Counselor's Handbook was prepared by the New York State Counselor's Association, to assist counselors and teachers in American high schools in guiding young people toward a fuller and better way of living and working. The handbook gives a guidance bibliography, as well as ten pages of approving

agencies which issue lists of schools, colleges or other training sources that offer preparation in their respective vocational fields.

FRONTIER THINKING IN GUIDANCE contains contributions by Ethel Kawin, Donald G. Paterson, Floyd W. Reeves, Carl R. Rogers, Carroll L. Shartle, Glenn E. Smith, E. G. Williamson, and others. Emphasis is placed on materials of use in meeting the postwar guidance and counseling problems of return-

ing servicemen and service women, civilian war workers and the new crop of high school graduates. The purpose of the collection is two-fold: to combine under one cover material that is difficult to find without extensive research, and to provide readings to accompany guidance classes. The price of the handbook is \$1.50, and the anthology is \$2.00.

JOHN R. YALE,
Executive Editor.

ASSOCIATION NEWS

Report of the Secretary

A meeting of the Executive Board was held on Monday, October 29, 1945, in Mitten Hall, Temple University.

The Administrative Committee's appointment of Anne B. Jones to serve as Secretary-Editor of the Association was unanimously confirmed and approved.

During the course of the meeting the President mentioned that most of the special committees have been inactive during the war, there being now only two authorized committees that still have active chairmen. The President felt that these committees should be reactivated as soon as possible, and mentioned several surveys that have been requested by various groups, among them a survey for the Society of Civil Engineers to determine the demand for graduates in that field. Dr. Distler suggested that perhaps committees with broader fields of interest might be created, each having separate sections that could

deal with specific problems better than could any one committee deal with all branches of a specific field. He recommended that a letter be sent to all the Board and Committee members asking for suggestions as to the fields of interest that should be covered in the reorganized committee set-up.

President Robert L. Johnson, of Temple University, who was present at part of the meeting, offered several suggestions during a discussion of the future aims and objectives of the Association. Dr. Johnson stressed the importance of industry doing a better job not only in placing men, but also in following their careers after they have been employed. He said that the employer has a responsibility to see that an employee has a chance to make good. In closing the discussion, Dr. Johnson felt that the Association could be of service to small businesses which have no regular personnel officer and where hiring is not done according to any particular plan.



THE B'nai B'rith Vocational Service Bureau, national occupational research agency, has published a guide for Navy and Coast Guard veterans to show the relationship between civilian employment and skills acquired through the ratings held in the service. The chart is entitled, "What You Can Do With Your Navy Training as a Civilian."

This chart is the second of its kind, the first being a similar chart pertaining to Army training and its uses in civilian employment. Over 40,000 of each of these charts has been distributed by the Army and other government agencies where troops are stationed, and by various civic agencies engaged in serving veterans.

The chart, which was prepared in cooperation with the Division of Training and Occupational Analysis of the United States Department of Labor and the Navy Department, lists 54 of the most important Navy and Coast Guard ratings. Next to each rating are indicated the representative civilian jobs which the Navy and Coast Guard veteran may be able to enter with little or no additional training, with more training, or with extensive training.

For example, the Aerographer's Mate can with little or no additional training become a weather observer, in which job he would record and forecast weather conditions; prepare weather charts, and operate a teletype machine. Or he could become a Clerk-typist and operate a duplicating machine and other office equipment. With more training he might qualify as a Range Examiner, assisting in making surveys of range and forest resources. Or he could become a Flight Dispatcher, charting plane positions; preparing flight data; or controlling the landing of aircraft. With extensive training he could become a Draftsman, preparing detailed scale drawings, sketches and job specifications; drawing and coloring maps.

The information on this chart is intended only to give the veteran job leads. The chart cautions the veteran that notwithstanding the relationship of his Navy or Coast Guard-acquired skills to civilian jobs, he may not be able to get this type of work in his community, or he may prefer to return to his former job.

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ATOMIC POWER



Illustration through courtesy of
Jerry Doyle in the Philadelphia Record

Atomic power has shed new light on our world with the realization that modern life can be obsolete overnight. In the face of such a revolution, education is more essential than ever to help us meet and direct the great changes which are bound to come.

If the war interrupted your education, take it up again. Government GI and Rehabilitation Bills will help you. You will be lifting the ceiling on your own economic future and preparing to live in a new era.

The editors of a business magazine endorsed this idea recently in talking about insurance careers. "There are lifetime opportunities in the insurance field today," they said, "and a good education helps."



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